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ABSTRACT

A national survey was conducted of local administrators of special education who administered more than two special education programs and who spent at least 50% of their time in special education administration, in order to gather normative data about the local administrator. It was found that the majority of administrators were married men between the ages of 35 and 49 years. Administrative experience and preparation usually consisted of 10 to 19 years of professional experience as teacher, supervisor, or administrator, with an average of 1 to 3 years as a special education administrator; more than half the administrators had studied 1 year beyond the Master's degree. Conditions of employment were found to usually include a 12 month contract, a 45-hour work week, and an annual salary average of $14,687. As administrators, many viewed themselves as leaders who performed important roles in policy development for the educational system and as supervisors, many viewed their roles as that of modifying and adapting curriculum of special education programs. Also examined were the organizational characteristics of the special education program, resources available for administration, community relations, and selective administrative opinions. (CB)

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A STUDY OF THE ADMINISTRATOR OF SPECIAL

ISTRATOR OF SPECIAL EDUCATION PROGRAMS

ED 058679

FINAL REPORT
Project No. 482266
Grant No. OEG-0-70-2467(607)

The Special Education Administrator

A NORMATIVE STUDY OF THE ADMINISTRATIVE POSITION IN SPECIAL EDUCATION

by

John W. Kohl
and
Thomas D. Marro

The Center For Cooperative Research With Schoo
The Pennsylvania State University
University Park, Pennsylvania

March 1971

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conduct of the project. Points of view or opinions stated do not, therefore, necessarily represe

U.S. Department of
Health, Education and Welfare

Office of Education
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Health, Education and Welfare

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U.S. DEPARTMENT OF HEALTH,
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OFFICE OF EDUCATION
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groups of people who made significant contributions in the early, succeeding and f

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School Principals, The National Education Association who offered valuable advice
design and comparative relationships and Joseph French and Donald J. Willower who
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advice on statistical matters.

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Appreciation is also expressed to the fifty State Directors of Special Educat
of special education who provided the extensive data included in this report.

Finally, very special thanks are due to Mrs. Susan Weikel, who as project sec
the entire project staff from the very beginning to the final typing of the entir
diverse secretarial skills and tireless effort have added immeasurably to the fina

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FOREWORD

Research is both incremental and sequential in Nature! A research project, li
shaped over a period of time. It has antecedents, a life space and results in cert
are interrelated. It also has definite strengths, weaknesses and limitations. One
the antecedents, determine the life space parameters for the project and hope that
will result in new knowledge.

So it has been with this project. The state of the art, or science if you pre
a study which would provide both a staging ground and a launching mechanism to stim
administration as a leadership position and a fruitful area for investigation.

While recognizing limitations in the design of this study, the research team h
that carries beyond the mere recording of data. In the sections entitled "suggesti
have assumed the role of self-critic by discussing limitations to our line of inqui
readers and then suggesting areas and ideas that appear to hold promise for adding
tration. It is our hope that those sections will be particularly useful to student
education.

A further unique provision included in this document is a built-in mechanism f
research project has on the field that it addresses. It is our contention to study
project as a stimulus to further investigation in the area of administration

If, as a result of this study, others become interested in seeking informatior
investigation, we feel that our time will have been amply rewarded.

John W. Koh
Thomas D. N
PROJECT CO-

FOREWORD

and sequential in Nature! A research project, like any other behavioral act, is has antecedents, a life space and results in certain consequences all of which nite strengths, weaknesses and limitations. One task of the researcher is to review space parameters for the project and hope that the efforts of the research team

ct. The state of the art, or science if you prefer, seemed to indicate the need for staging ground and a launching mechanism to stimulate interest in special education tion and a fruitful area for investigation.

in the design of this study, the research team has tried to provide a final product ing of data. In the sections entitled "suggestions for further investigation" we c by discussing limitations to our line of inquiry that may not be apparent to all nd ideas that appear to hold promise for adding to the knowledge pool on adminis- sections will be particularly useful to students of and professors in special

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John W. Kohl and
Thomas D. Marro
PROJECT CO-DIRECTORS

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3 What is your marital status? . . . .
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5 How old were you when appointed to your first job of special education administrator? . . . .
6 What position did you hold just before your first special education administration position?
7 What was your primary reason for becoming an administrator of special education? . . . .
8 Suppose you were starting all over again, would you become a special education administrator?
9 Do you consider special education administration as your final goal? . . . .
10 Counting the present school year, what is the total number of years of experience you have in and related educational work? . . . .
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12 Counting the present year, how many years have you been a special education administrator? .
13 Counting the present year, how many years have you been in your present position as special e
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19 What type of experience has contributed most to your success as an administrator of special e
20 What college courses do you believe are most important in the preparation of administrators o
21 The internship, properly defined, is a continuous period of time spent in an actual administra supervision. Did you experience a period of internship during your professional education?
22 The suggestion has been made that educators should be released during school hours for profess important do you think this is with regard to the following? . . . .
23 Administrators on the job often engage in various professional growth experiences. Please eva checking in the appropriate column . . . .
24 A Composite Averaged Ranking "Of Much Value" and "Of Some Value" . . . .
25 On the average, how many total hours per week do you devote to such activities as listed in T
26 Please indicate your status this year with regard to state certification . . . .
27 In which professional associations do you hold membership this year? . . . .
28 What budget provisions are made for you to attend professional meetings and conventions? . .
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44 What is your role in evaluating special education teachers' performances in your program?
45 Check one of the following to indicate your role in preparing the budget for the special ed
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49 Check one of the following items to indicate your role in selecting the instructional mater
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66 What is the number of full time equivalent secretaries? . . . .
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A REVIEW OF
ADMINISTRATION OF SPECIAL EDUCATION

The Special Education Setting

Special education programs serve exceptional children - by broad definition they are children that deviate from the norm, intellectually, physically, socially or emotionally to such an extent that they require special instruction or modifications not found in the regular school program (Kirk 1962) (Cruickshank & Johnson 1967).

Special education programs had their beginning in the United States during the early years of this century. Most exceptional children and youth were served in an institutional setting, a model derived from European countries.

The public day schools for exceptional children began around 1920 and 1930. Several factors contributed to their development, such as an increase in population, especially in the urban areas, the relative geographical isolation of institutions, the local rehabilitation of the handicapped veteran, and a re-dedication to the principle of American democracy that "all children should be educated" (Cruickshank and Johnson 1967). These early programs aided the physically handicapped, children with special health problems, educable mentally retarded, partially sighted, speech handicapped and hard of hearing (Mackie and Engel 1956).

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A REVIEW OF
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Engel 1956).

In the last four decades, local school programs for exceptional children have experienced a phenominal growth. The involvement of parent groups coupled with the help of special and general educators gave programs a great impetus. The parents of children with cerebral palsy began to make their needs felt at all levels of government. The National Association for Retarded Children organized a powerful drive for services for the trainable, as well as the educable mentally retarded. Those movements were followed by similar pressures being applied by the parents of brain injured children and by parents having children with learning disabilities.

With the advent of Sputnik, parents, educators and legislators called for a marked increase in programming for the gifted. These programs were not always the responsibility of the special education program (Newman 1970); many were cooperatively developed by general and special educators.

The education of handicapped veterans from World War II helped to renew an interest in rehabilitation. The success of many of these programs had a positive effect on the development of education for exceptional children in the local public schools.

Interest in the retarded was advanced when President John F. Kennedy appointed the President's Panel on Mental Retardation. Their report stimulated comprehensive programs related to prevention, remediation and education. The report did much to foster state and federal aid for the mentally retarded and aroused the public's interest in this area of exceptionality.

Funding at the local, state and federal level provided for increased services. Almost every state legislature has provided specific funds for the education of exceptional children based on excess cost, the foundation program or on a flat grant basis.

The Federal Government has advanced the cause of special education through legislative enactments; the two most important areas of funding were for the education of leadership personnel and aid to the states through such laws as 85-926 as amended, 88-164, 89-10, and the current 91-230 (Geer, Connor and Blackman). A summary of the 26 major laws related to the handicapped may be found in a bulletin published by the U.S. Department of Health, Education and Welfare (1968).

Mandatory and permissive legislation by most of the states, coupled with the aid mentioned above, provided incentives to local boards for the development of services for exceptional children. All state depart-

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ments of education have a person designated as the Director of Special Education (or a similar title) who provides leadership and resources which enhance and support the efforts of the local districts in their programs to meet exceptional children's needs.

Another educational development which had advanced programs in special education has been the consolidation of school districts, since smaller districts often cannot afford the costs of specialized services. This concentration of exceptional pupils into larger units has magnified the needs of those children who were not noticeable because they were so few in number in the smaller districts.

The development of functional intermediate units or cooperative service units involving multi-districts or multi-counties also served to advance special services for children for the same reasons mentioned above. Sparsely settled areas are especially aided by enlarged administrative units. An important contribution in that regard was a conference sponsored by the Western Interstate Commission for Higher Education (WICHE) at the University of Colorado and its resultant publication, "Special Education in Sparsely Populated Areas: Guidelines for Research" (1966). Intermediate units have been in operation in many parts of the country for years while other states have only recently moved in that direction (Connor 1961) (Lord and Isenberg 1964). There are, perhaps, reasons for the rapid growth in special education programs that are indigenous to local sections of the country; such persons as Ray Graham who exerted such leadership in Illinois that it provided a model for other states to follow.

To indicate the growth in pupils being served, consider the following. A survey of special education services at the local level conducted by the U.S. Department of Health, Education and Welfare (Mackie, Williams and Robbins 1961) in 1958 indicated that 882,000 children and youth were enrolled in a variety of special services. A current report by the same department for the fiscal year of 1969 shows an enrollment of 2,258,395, a dramatic increase in the past eleven years (Annual Report Fiscal Year 1969, HEW/BEH, 1970).

Progressive as this may seem, it must be pointed out that the 1970 report also indicated that 3,751,571 exceptional children still are not receiving the special education services they need. Although all children who need special education are not currently being served, programs have been established for the gifted, educable and trainable retarded, physically handicapped, blind, deaf, visually handicapped, and emotionally disturbed. Furthermore, some areas not heretofore considered within the realm of special education are being included, such as programs for children with learning disabilities (McCarthy 1969), education for juvenile

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The Administrator

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delinquents (Marro 1962), Bayless 1962) and programs for school-age unwed mothers.

The Administrator of Special Education

This study was designed to gather normative data about the local administrator of special education. The final comprehensive questionnaire was sent only to those persons who administer more than two special education programs and spend at least 50% of their time in special education administration. The rationale for this criteria was to exclude those who supervise or coordinate companion programs, such as speech and hearing and educable and trainable retarded, and who do not deal directly with boards of education or superintendents of local units.

Wyatt, (1968) currently in the Bureau of Education for the Handicapped - Division of Training Programs (Administrative Branch), has stated that the directors of special education outnumber the supervisors two to one, but by 1972 they may be equal in numbers. He has based his opinion on the assumption that due to the increased consolidation of districts and the development of intermediate units, these two functions (administration and supervision) will become more clearly dichotomized as they proceed to a higher technical level.

The title of the person who administers programs for exceptional children varies greatly. He may be called Director of Special Education, Administrator of Special Education, Supervisor of Special Education, Assistant Superintendent for Special Education, Director of Pupil Personnel Services, etc. There appears to be little relationship between the title and administrative responsibilities. He is essentially a staff person reporting directly to the chief school administrator or an Assistant Superintendent. He may have line functions in some programs, but this usually occurs only in large administrative units (Hodgson 1964) (Havighurst 1965).

There is a paucity of research pertaining to the role and function of the local administrator of special education. The first issue of CEC's Exceptional Child Education Abstracts (April 1969, Vol. 1, No. 1) contained over one hundred references with the descriptor "Administration"; however, only three or four articles dealt directly with the administrator's role. This is no indictment of this compilation, but it is indicative of the lack of focus on this person.

The Review of Educational Research, published by the American Educational Research Association, has assumed the task of making a triennial evaluation of research in the education of exceptional children. Interestingly, the February, 1969 issue did not contain a section on

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Organization, Administration and Supervision as had been included in previous triennial issues. It is not clear whether the editor considered the research that had transpired in the preceding three years to be of little value, or if he felt that an evaluation of research in specific areas of exceptionality contained sufficient administrative and organizational aspects (Reynolds 1969).

The administrator of special education is a relatively new position in education; in fact, many of the early administrators are still practicing. The Council of Administrators of Special Education (CASE), which is an organization of these leaders, is barely 20 years old.

The development of this position, has in some ways, emulated the development of the position of the elementary school principal who began as a supervising teacher, then developed into a full-time administrator. Many of the early special education administrators were involved with direct services to exceptional children before the position developed to its current administrative status; in fact, some special education administrators in smaller programs still provide part-time direct services.

It is difficult to define the typical duties of this leader since he is found in differing school district structures, differing administrative patterns, and has a variety of titles with little relationship to specific functions. It is further complicated by school district size, since as the size varies, so often do the duties of the administrator-supervisor (Mackie and Engel 1956) (Hodgson 1964) (Henderson 1968).

Although the special education administrator's functions vary in different settings, there have been some attempts to describe the commonalities of duties. Connor (1961) listed the duties for Illinois Directors of Special Education.

An early study by Mackie and Engel (1956) described responsibilities in more general terms. The list was developed by a panel of special educators for use in a study of special education directors and supervisors from large districts. They are listed below, followed by the mean percent of working time spent in those activities as reported by the 76 directors of special education programs:

1. Administrative duties (40%)
2. Supervisory duties (23%)
3. Inservice education (6%)
4. Professional study and research (6%)
5. Public relations (11%)
6. Direct services to children (14%)

The Mackie-Engel study involved special education leaders from 24 states and 112 school systems, 25 of which were organized on a county

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In addition to describing how they allocated their time, both the directors and supervisors in this study were asked to assign ranks to a list of 36 competencies that had been suggested as important. The directors ranked leadership ability and working with the community as number one while the supervisors ranked the recognition of teaching ability and effective teacher-pupil relationships as of first importance.

Newman (1970) conducted a study of the functional tasks of the special education leader in school districts with populations between 13,000 and 30,000. She used a modification of Urwick's "POSDCORB" taxonomy (planning, organizing, staffing, directing, coordinating, reporting, and budgeting) to study seven types of special education administrative activities. Her results indicated that there were no significant differences between the tasks that the administrators performed and the tasks they felt ideally should be performed. It is of interest to note that seven out of the one hundred districts (population 13,000 to 30,000) selected for this study had no one designated as a special education administrator. Newman's study is one of the few that considered the education and experience of the special education leader. The results indicated that over half of the respondents had teaching experience in special education. Data on their training indicated that a high majority had more than four graduate courses in special education.

Much more has been written concerning competencies and specific areas of knowledge an administrator needs than about specific tasks that he performs. The most complete report of areas of knowledge needed by the special education leader was developed for the CEC Professional Standards Project Report (1966). That report states that an administrator needs knowledge in the areas of the total educational process, organizational factors, fiscal procedures, curriculum, supervision, diagnostic procedures, personnel practices, public relations, school law, plant planning, research techniques and a knowledge of professional responsibilities.

Howe (1960), Sage (1967) and Sloat (1969) conducted research to determine the role differences between the special education and general education administrator. They report a great deal of similarity in functions and role perception, but agree more studies are needed in that area.

It is unfortunate that much research related to the special education administrator is unpublished (Brown 1967), (Courtnage 1967), (Taylor 1967), (Wyatt 1968) and (Sloat 1969).

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A USOE, Bureau of Education for the Handicapped, study directed by Wyatt was reported by Henderson (1968) at the annual meeting of the Council for Exceptional Children. He reported there were 1243 directors of special education in the United States at that time. Those directors would be generally analogous to the local special education administrators reported in this study.

Certification standards for the special education leader vary considerably from state to state (Connor 1966). Many states still require a school psychologist's certificate for the administrator or supervisor. This might be appropriate if the administrator spends a great deal of time in direct services to children. However, with the enlargement of districts and the creation of intermediate units, a person skilled and certified in administration or supervision is needed (Wyatt 1968).

There have been some studies related to specific problems of the administrator, but there seems to be little concensus on the commonality of problems (Cain 1953), (Wiseland and Vaughn 1964), (Kothera 1967).

A major purpose of a USOE study by Mackie and Engel (1956) was to create a strong interest in the graduate training of administrators and supervisors of special education. Unfortunately, little happened as a result of that study until nearly a decade later.

Willenberg (1964) expressed a strong opinion about the problem when he stated:

> After more than a half century of public school programs for exceptional children, there is still no single source of comprehensive information providing a rationale, structure and process for the administration of special education programs. Colleges and universities are preparing leadership personnel without the basic tool of such instruction--a textbook on the subject. Page 194

The advent of federal funding for training and programming, an increase in services, enlargement of school districts, and the creation of a consortium of university professors training these administrators, have been some factors that have created a renewed focus on the training of the local special education school administrator at the graduate level.

Milazzo and Blessing (1964) surveyed university programs preparing special education leadership personnel. Their survey indicated that 40 universities said they had a program in this area, but only eight had a sequence of general and special education administration courses and practicum arrangements. Lord (1966) and Henley (1969) also found a great deal of program variety in those institutions receiving federal funding for the training of special education administrators.

Much has been written about training programs and suggested directions by Kirk (1957), Gallagher (1959), Wiseland and Vaughan (1964), Connor (1966), Henderson (1968), Gallagher (1969), Henley (1970), and an excellent compilation by Meisgier and King (1970).

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Henley (1969) conducted surveys of graduate programs in special education administration (USOE/BEH funded) in 1967 and again in 1969. His findings indicate the state-of-the-art in this field. In his reports, training institutions indicated the following were the major areas of emphasis in addition to the special education and general administration courses: (1) research and statistics; (2) courses in special education; (3) foundations of education; (4) psychology and educational psychology; (5) diagnostic techniques; (6) sociology and vocational rehabilitation. These areas of emphasis appear to coincide with the skills needed by special education leaders as presented earlier in this review. Although the internship program is relatively new in special education administration, the internship and practicum setting was also surveyed. The responses indicated that fellowship students were most often placed in local schools, state departments of special education, intermediate districts and public residential schools. The majority of programs required an internship of one year. Henley also inquired about the use of simulation materials in training administrators. He reported considerable activity in this area, especially with the SEATS Game (Special Education Administration Task Simulation Game) developed by Sage (1968). Other techniques of simulation have been reported by Wynn (1964), Stevens and O'Neil (1969), and Marro (1969).

Institutional accreditation has also been a concern in administrative programs. The National Association of State Directors of Special Education (NASDSE) adopted the following criteria (Milazzo and Blessing 1964) for accreditation of institutions involved in the training of special education administrators:

1. The administrative program should have an equal status and relationship to other aspects of the special education program as well as the general education program.
2. Specialized preparation of teachers in at least two areas of exceptionality should be available.
3. There should be fairly well-defined admissions procedures to allow for the careful selection of candidates. Admission standards should be quite stringent.
4. Methods of excluding unsuitable candidates prior to their internship phase should be established.
5. Not less than two full time faculty members should be providing training. Their degrees should be equal to the degree levels offered in the program.
6. Faculty members should have appropriate background experience. Page 133

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programs is that they have followed too closely techniques previously developed by trainers of general education administrators with little modification. Willower (1970), in a recent critique, states that trainers of special education leadership personnel have been too concerned with instructional materials, simulation and internship factors, instead of the development of theoretical perspectives related to social systems, the teacher subculture, client control and management, organizational adaptions, and the maintenance of organizational stability related to special education placements.

From data gathered by this study, it would appear that some of the criticism leveled at special education administrator training programs have been justified and should be helpful in the design of better training programs. A new relationship between UCEA (The University Council for Educational Administration) and the National Consortium of Universities Preparing Administrators of Special Education should enhance the development of both special education and general education administration. Willenberg (1969) has stated the central issue clearly:

> ...There is no formula for the preparation of special education administrators. But if our preparation programs are to pay off, they must be highly sensitive to the general milieu in which special education must take its place along with other educational activities. Ours should not be so much a concern for convergency with general administration; ours should be a concern for specificity and responsiveness to the unique problems of the exceptionalities. Page 36

Dilemmatic Issues

Special education programs have expanded greatly in the past three decades in the proliferation of special classes, itinerant services, psychological services, homebound instruction, hospital programs, etc., but now from every quarter there is a call for change. There is doubt by many that the structures and procedures that exist today are meeting the needs of exceptional children. The special education administrator who must be a key change agent is besieged by some confusion and doubt. If dramatic changes are to be brought about, it is he who must convince boards of education, fellow administrators and faculties, local constituencies and legislatures that the current practices are inadequate and antiquated.

The effectiveness of special classes for the educable mentally retarded has created some confusion for the special education leader. Johnson (1962) questionned the increase of special classes for the educable mentally retarded when certain efficacy studies indicated that mentally retarded children that remained in regular class did as well or better than those in special classes. However, the evaluation by Kirk and Weiner (1964) of these studies states:

> ...retarded children were not randomly assigned to special or regular classes, and that no study investigated effectiveness of special classes as a function of the nature of the special class curriculum or teacher qualifications. Page 83

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A review of more recent efficacy studies by Johnson and Blank (1968) indicates the question is still in doubt concerning the effectiveness of classes for the educable mentally retarded. Lilly (1970) presents an appropriate summary to this dilemma concerning self-contained special classes for educable mentally retarded when he states:

> These studies have produced conflicting evidence concerning special class programs, with the weight of evidence suggesting that special programs have produced little that is superior to what is produced in the regular class setting. To avoid exhaustive argument with regard to research design and confounding variables in these efficacy studies, let us accept the statement that they are inconclusive to date. It must be added, however, that in the true spirit of research they will be inconclusive forever. Page 43-44

Dunn (1968) in a call for change, presents a strong justification that many of the children from low status backgrounds do not belong in classes for the educable mentally retarded since they are not in fact mentally retarded. Most administrators agree that they may be inappropriately placed but disagree about how to enhance their psycho-socio-educational process. Dunn points to Judge Wright's ruling in the case of Hobson vs. Hansen in which he ordered that tracks be abolished in Washington, D.C. as sounding the death bell to special class homogeneous grouping. However, the Harvard Law Review of May, 1968 indicated that the court felt the tests used for placement into the tracks showed a cultural bias (since a high percentage of those in the lowest track were blacks and that court's opinion left open the possibility of using some form of grouping based on appropriate testing.

There is much concern about the diagnosis labelling process and how it contributes to self-degradation as the child is labelled and placed in a special segregated class (Meyerowitz 1967). There is also concern about how the teacher perceives a child that has been labelled and how that perception may limit or advance her teaching efforts and goals. The teacher expectancy studies by Rosenthal and Jacobson (1968) are a case in point even though their research design left much to be desired as reviewed by Thorndike (1968) and Snow (1969).

More appropriate studies need to be conducted in this area to determine the effects of teacher expectancy. The remedy concerning the labelling process and teacher expectancy does not lie in deceiving the teacher about the "potential" of a child but in providing her with meaningful and appropriate information that can help her develop a specific strategy of teaching. (The child's self-concept and its effect on teacher expectancy may well deserve future study.)

Another important issue facing special education is the inappropriate categories used for selection, placement and remediation of exceptional children. Selznick (1968) states it clearly:

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He goes on to point out that the medical disability categories currently used in special education give little direction to educational diagnosis, learning prescription and program placement and planning.

What is needed is the development of descriptive terms which relate to educational purposes. New classification systems are necessary to meet the appropriate needs of the exceptional child. Jordon (1961), Willenberg (1961) and Stevens (1962) call for the development of a taxonomy (classification system) that is more appropriate concerning our current knowledge and its application to the assessment and education of exceptional children. Jordon points out the utility of a taxonomy for special education:

> A taxonomy is helpful if it helps us do things that are otherwise impossible. One such value is the need to describe relationships that are not obvious to the simple observer. A taxonomy should be a research tool, a technique for describing and communicating the process of instruction in special education. Page 9

Many have offered "new" designs for appropriate assessment, placement and instruction (Levine 1961) (Reynolds 1962) (Dunn 1968) (Deno 1970). They advocate an effort to help the exceptional child in the regular class whenever possible (a philosophy of most special education administrators). They suggest a continuum of services for exceptional children which provides class accommodations to those in regular class, part-time special classes, special stations, homebound instruction as well as full-time special classes. The sophisticated special education administrators may be somewhat amazed since most programs in effect today do provide a continuum of services. However, consistant evaluation is needed in every endeavor and the Council for Exceptional Children has developed a policy statement regarding Organization and Administration of Special Education (1971) which will be discussed at the next annual meeting of this international organization. The policy statement includes many of the suggestions of the advocates for change.

--Thomas D. Marro

A Profile of the Special Education Administr

It is possible, using the data from the study, to draw a composite picture of a typical administrator of special education. This has been done on the following pages using mean scores derived from the tables. The reason for doing so is not to stereotype this person, but rather to provide for the reader a point of departure for study and analysis.

A majority of the special education administrators, most often titled officially as Directors or Coordinators of Special Education, are married men between the ages of 35 and 49. Although most were between the ages of 35 and 49 when first appointed to a special education administrative position, a large number (40.9%) were less than 35 when they received their first appointment. Before their appointment to a special education administrative level, many held positions closely related to special education, such as school psychologists or specialized teachers of mentally retarded children. These men entered the field of special education administration either because they considered administration especially important or they were encouraged to do so by others. A majority indicated that they certainly or probably would become a special education administrator again.

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experience as a teacher, supervisor, or administrator, they have averaged only 1 to 3 years of experience as a special education administrator, experience confined more often than not, to one school system. More than half of the administrators have studied for one year or more beyond the Master's degree. In spite of the fact that many administrators as graduate students majored in special education and minored in psychology, the majority feel that self-directed study and research and classroom experience or therapy experience have contributed most to their success as a special education administrator. Relatively few served as interns during their professional education experience; those who did worked for a period of time ranging from 3 to 12 months, usually in the public schools. Most special education administrators hold a regular administrative certificate, although a large percentage have special education administration certification. These administrators are most frequently associated with their local, state and national education associations as well as the Council for Exceptional Children. An overwhelming number felt that released time during school hours was very important for school system in-service programs. They also felt that institutes and workshops were meaningful for professional growth, and most received total reimbursements to allow them to attend these professional meetings.

Most administrators hold a 12 month contract and are allowed three to four weeks vacation time, but have no special days allotted to attend workshops and professional meetings.

The typical special education administrator spends 45 hours per week on the job and 7½ additional hours per week in school-related activities. Although they feel that ideally more of their time should be devoted to supervision and coordination of instruction, they find that their time is almost equally distributed between direct services to exceptional children, clerical work, management orientated duties, supervision and coordination of instruction and curriculum and program development. They blame central office demands for their inability to ideally distribute their time.

Although many of the special education administrators (49.1%) are formally rated each year, this rating generally does not affect their salary. The majority of special education administrators have no other outstanding sources of income besides their administrative salaries which reportedly average $14,687 per year.

Most special education administrators view themselves as leaders who perform an important role in the development of policy for the

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educational system, but they are almost evenly divided over attendance at board meetings with 35.2% attending frequently and 35% attending only for special presentations. Although none of the administrators are solely responsible for the budget, a majority prepare budget proposals and almost all are given an opportunity to explain and defend their plans. Most have the opportunity to examine and recommend new staff members, but only a relatively small number (21.3%) have the authority to accept or reject candidates. Moreover, administrators are almost evenly divided on the question of allowing the professional staff to share in the selection of new personnel. The administrator spends more time in evaluating the performance of beginning special education teachers than in evaluating the performance of continuing teachers. Moreover, the evaluations for continuing teachers tend to be less formal and less frequent than for beginning teachers.

The special education administrator perceives himself as playing a vital role in improving supervision and instruction in special education by modifying and adapting the curriculum of the special education program. He works closely with his staff in selecting instructional materials and determining pupil placement and acts as an advisor in determining special teaching methods. Many feel that the main impetus for innovation comes from their professional staff and that administrators can improve the special education program best by creating a climate that will encourage teachers to experiment and share their ideas with others.

The typical special education administrator is employed by a local school district having a total average daily membership which ranges from 3,000 to 14,999 pupils. The school-community setting was most often described, demographically, as a small city and one which hosts a diversity of cultural backgrounds. The average daily membership in the special education classes usually ranges from 200-399 pupils; most special education classes are self-contained. Of the one to twenty-four positions which the special education administrator directly supervises, most programs tend to be concentrated in the areas of teaching the speech handicapped and the educable mentally retarded on the elementary and intermediate levels. Although some local school districts have special curriculum guides for the educable mentally retarded, most special education programs have no special curriculum guides.

Most special education administrators find that their office space and equipment are satisfactory and feel that one full-time secretary with general high school training is adequate. More than half of the administrators have an assistant whose major function is to help with clerical duties, although many assistants also aid in program super-

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vision. Many special education administrators have the services of full time psychologists and program directors (an innovation in the past five years) and most have the services of part-time personnel such as school nurses. Not available, however, but sorely needed, are the services of a director of research.

The majority of special education administrators work closely with professional and lay social or community agencies. They believe good community relations are best maintained through individual parent contacts rather than through news media. Moreover, the special education administrator devotes an average of four hours per week to lay organizations and community programs such as civic and service clubs or religious organizations. Few, however, belong to civil rights groups or patriotic and veterans groups.

Special education administrators feel that they are under increased pressure as a result of the larger number of special education programs and, to a lesser extent, the expectations of parents. Although some feel that the increased demands of teachers for a greater role in determining policy has not had a considerable effect on special education, more view these increased teacher demands as more desirable than not. The majority feel that continued federal aid is vital to the special education program as is the adoption of the practice of prescriptive teaching. To a somewhat lesser extent, they also feel that it is very important to translate what has been learned through research into practice for classroom teachers. A majority also voiced the opinion that both special education resource rooms and research studies in special education were important to help meet the present and future demands of the special education program.

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Dr. Kohl: The investigation, "A Normative Study of the Administrative Position in Special Education," has been utilized in the following way(s).

- // Dissertation idea
- // Master's thesis idea
- // Citation
- // Program data
- // Field investigation
- // Reference source
- // Teaching material
- // Other

Brief explanation:

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ty either through your personal work or your influence to know if ideas for additional study or ition. We beg of you and others to use the data we furnish herein in any way that may be profit-en put.

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CHAPTER I

BACKGROUND OF THE STUDY

Today, in the United States there are over 9,000 special education programs in the various exceptional categories serving a reported 2,258,395 children, about 40% of those requiring assistance. The cost of these programs is estimated to be $375,000,000 annually.[1] The number of teachers and specialists involved in these programs in 1969 was 83,800. The person who administers those programs, evaluates their effectiveness, suggests and directs program changes and directly or indirectly supervises the special education staff members is the focus of this report. In light of the amount of money being spent for special education, the number of children being affected, and the number of professionals involved, educators have recently become concerned about special education leadership. Although many universities have accepted the responsibility for offering training programs in special education administration and various state and national organizations have been formed to more effectively coordinate these activities, little is really known about these administrative persons.

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[1] Better Education for Handicapped Children, Annual Report, Fiscal Year 1969, United States Department of Health, Education and Welfare, Bureau of Education for the Handicapped; United States Printing Office: Washington, D.C., p. 6.

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CHAPTER I

BACKGROUND OF THE STUDY

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Over the years, the American Association of School Administrators, the National Association of Secondary School Principals, the Department of Elementary School Principals and other professional associations have conducted studies of their membership. These studies have resulted in improved certification standards, revised training programs, economic and educational recognition and changed programs and practices in education. New research by these organizations reveals the importance of the administrator as a decision maker, change agent, and policy developer.

Unfortunately, none of these studies have included the administrator of special education as a discrete entity. Although his position is part of the larger school organizational pattern, knowledge of his role as an administrator has remained obscure. Furthermore, there has been no comprehensive normative study of the person filling that role. Without such a study, it remained likely that efforts to improve training programs for him, to understand the complex administrative relationships that confront him, to comprehend the degree to which he affects educational policy formulation, to understand his basis for making decisions and to assess his influence on the educational power structure would not advance significantly in the near future. It was in response to this need for greater knowledge of the role of the special education administrator that this 1970 survey was conducted.

Dimensions of the Study

Although descriptive studies are not sophisticated in their research design and analysis, they tend often to serve as a bench mark for studies that follow.

It is not so much that they provide answers to all the questions that are asked, but rather that they stimulate interest in seeking additional information.

This study is subject to the weaknesses inherent in all self-perception studies conducted through a mailed questionnaire and therefore relies heavily on the integrity of the responding professionals. The thoroughness with which this 76 item questionnaire was completed leads us to place confidence in the data that has been reported. Furthermore, the factual information provided is consistant with other data sources.

This national study, the first of its kind in special education administration, departs from the usual format of normative studies to suggest as part of the descriptive narrative new ideas which appear to

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hold promise as areas worthy of further investigation. It is hoped that in this way, others who share an interest in special education administration will be encouraged to add to and expand upon that small body of information which is known.

Research Procedures of the Study

The first task was to develop a directory of local administrators of special education in the United States, since no such directory was in existence. This was important, since the study was designed to survey the total population.

The first step was to solicit by telephone from the 50 state directors of special education the names and addresses of the local and regional administrators of special education. (It was amazing to find that not all 50 state directors of special education possessed directories of local administrators of special education programs. As a result of our study, several states developed directories.)

The second step was to administer a brief post car questionnaire to all persons on our roster to identify those persons who, "were in charge of more than two categories of exceptionality and spent at least 50% or more of their time in direct administration and supervision."

After identifying those who met the above criteria, we proceeded to the second phase of the project which was to submit a comprehensive questionnaire to that population to gather the data desired. The information thus obtained was placed on computer tape, programs of analysis were written and descriptive tabulations were printed.

After a preliminary review of the data tables by the project staff, a panel of recognized and influential authorities in special education and administration convened to further study the implications of the data.

The final step entailed combining the suggestions of the panel with the analysis projected by the staff to obtain the final document.

Analysis of Data

The first analysis of interest was the determination of a mean response to each question so we could draw a composite picture of the typical administrator of special education. Of particular concern were: certain aspects of his personal characteristics, his experiential pattern and preparatory background, his role in supervision of the special education program, a description of his job as he sees it and the conditions of his employment, his role as program administrator and his perception on selected current issues and practices.

The second analysis was a comparison between selected variables

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believed to typify those found in existing studies of education administrators and appropriate data from the responses to the questionnaire. The variables included were: the sex of the respondent, the total average daily membership in the units employing the respondent, the total average daily membership of the attendance units in the special education program, the type of employing unit, the highest degree attained by the respondent and the total number of years experience as a special education administrator. These variables rather than others were chosen to provide the widest possible range of comparisons with other widely known studies.

For the most part, the data is tabulated as mean scores and mean percentages.

In the text only those mean percentages are mentioned that appear to highlight the findings. Occasionally, the responses have been ranked by mean percentage of occurrence in order to further illuminate the information obtained.

The response to the questionnaire has been analyzed as follows:

Directors of special education identified by Wyatt in a 1968 USOE/BEH report	1243
The number of special education administrators that fit the study's criteria; as estimated by the 50 state directors of special education	1756
The number of completed questionnaires returned by the respondents	1146

The number of questionnaires rejected for not meeting the definition or because they were not complete	45
Questionnaires returned too late to be included	35
Total usable returns	1066
Percentage of returns according to lists provided by state directors of special education	65.2%
Percentage of usable returns according to lists provided by state directors of special education	62.3%
Comparisons to other national studies of education administrators	
*1960 AASA study of the superintendency (returns)	62.7%
*1970 AASA study of the superintendency (returns)	65.7%
*NASSP study of the secondary principalship (returns)	67.0%
*NASSP study of the junior high principalship (returns)	66.0%

At one point, the design of the study included an analysis by regions; however, upon further investigation, it was felt that certain legislative prescriptions for certification would bias the findings and make them difficult to generalize. Therefore, that dimension of the study was deleted.

The reader is reminded that the data presented here is based upon response from roughly two out of three of the estimated total number of administrators of special education in the public day schools.

Throughout this final report comparisons are often made to data reported in the following studies:

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3) The Senior Hi
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2) 1970 AASA Study of the Superintendency (to be released in Spring, 1971) In this study AASA used two statistics: a national weighted sample and an unweighted sample. When reference is made to this study, statistics quoted are for the weighted sample.

3) The Senior High-School Principalship, National Association of Secondary School Principals, 1965.

4) Report of the Junior High-School Principalship, Vol. 2, National Association of Secondary School Principals, 1966.

5) The Elementary School Principalship In 1968: A Research Study, Department of Elementary Principals, National Education Association, 1968.

When these references occur, they are noted with an asterisk (*) which refers to the appropriate study.

CHAPTER II

CHARACTERISTICS OF ADMINISTRATORS OF SPECIAL EDU

If what is known about organization in general holds true in special educati
it does not, the central position around which organizational concerns revolve is
education. This person, more than any other, will be involved either directly or
affect the lives of millions of people, the spending of billions of dollars and t
supervision of thousands of programs for students with disabilities.

To better understand the nature of the role the administrator of special edu
something about the background of those persons who are working in that field. T
selected demographic data derived from the study.

Please indicate your sex. (Question 15)

Nearly three in four administrators of special education are men. This is the same proportion of men to women currently found in the elementary principalship.* Proportionately more women administrators tend to be found in the very small or very large districts and in the county-wide school district (44%). In the comparison "highest degree obtained" men have
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CHAPTER II

HARACTERISTICS OF ADMINISTRATORS OF SPECIAL EDUCATION

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those persons who are working in that field. Thus, the following tables view
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obtained" men have attained higher levels than women and the ratio becomes increasingly more divergent in favor of men as degree status increases (bachelor, 65% men to 36% women--doctorate, 78.7% men to 21.3% women).

The sub-group comparisons by years of experience as a special education administrator shows a steady increase in numbers of administrators of special education each year and a steady decline in the proportion of women administrators to men.

Although there were only five respondents who had 30-39 years of experience, three were women (60%). At the other end of the continuum, of the 422 respondents that had one to three years of experience, only 26.3% were women with the decrease in nearly linear proportion.

In analyzing the data, it becomes immediately apparent that the proportion of women to men administrators is rapidly decreasing.

Table 1. Please indicate your sex.

Sex	Total Sample	Total Average Daily Membership									Total Average Daily Membership - Special Education									Employe			
		1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative	County In
Male	771 72.4%	69.6	63.0	76.7	75.3	79.2	75.4	63.2	67.7	38.5	58.4	72.2	80.9	78.4	70.3	72.7	70.2	67.7	66.7	73.6	56.3	82.3	78.
Female	294 27.6%	30.4	37.0	23.3	24.7	20.8	24.6	36.8	32.3	61.5	41.6	27.8	19.1	21.6	29.7	27.3	29.8	32.3	33.3	26.4	43.7	17.7	22.
TOTALS D.N.A. 1 or 0.1%	1065	23	92	258	239	144	114	68	31	13	77	115	178	199	91	110	121	31	30	647	158	79	10

Suggestions for further investigation:

Obviously, there is a wealth of data that lies hidden in questions concerning the role that the characteristic "sex" plays in the area of special education administration. On the surface, it often appears that

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there are real biases in the position favoring men, but on further exploration, reasons for those differences are revealed that tend to indicate a lack of bias. In this age of deep concern over patterns of discrimination, both real and fancied, it would appear worthwhile for someone to do an indepth study utilizing an interview technique to more fully explore the nature and extent of discriminatory practices within respect to this variable.

Types of questions that need answers are: Do women aspire to administrative positions in special education? Are women discriminated against in training programs, selection processes or fellowship opportunities? Are there legitimate requirements that prohibit women from certain administrative positions? Reasons for preference of one sex over the other?

Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
8.4	72.2	80.9	78.4	70.3	72.7	70.2	67.7	66.7	73.6	56.3	82.3	78.0	87.1	100.0	63.3	64.0	64.6	76.5	78.7	73.7	72.9	72.5	64.3	40.0
1.6	27.8	19.1	21.6	29.7	27.3	29.8	32.3	33.3	26.4	43.7	17.7	22.0	12.9	0.0	36.7	36.0	35.4	23.5	21.3	26.3	27.1	27.5	35.7	60.0
77	115	178	199	91	110	121	31	30	647	158	79	109	31	5	30	50	322	550	136	422	387	204	28	5

Table 2. What is your age?

Age	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	Coun
Less than 35	176 16.8%	19.1	10.6	4.5	20.0	15.5	24.5	12.8	17.7	7.7	9.7	8.3	15.8	21.1	19.3	19.6	14.3	15.9	15.0	6.9	3.4	15.2	11
35-49	568 54.1%	59.0	40.6	63.6	46.7	55.0	51.1	60.3	55.8	58.5	61.3	33.3	46.1	50.9	53.4	55.8	51.6	57.0	60.0	58.6	62.1	54.7	51
50-64	298 28.4%	21.5	47.0	31.8	28.9	28.7	24.5	27.0	25.7	33.8	29.0	58.3	32.9	28.1	27.3	24.6	34.1	26.2	25.0	34.5	34.5	29.4	36
65 or older	8 0.8%	0.4	1.8	0.0	4.4	0.8	0.0	0.0	0.9	0.0	0.0	0.0	5.3	0.0	0.0	0.0	0.0	0.9	0.0	0.0	0.0	0.8	0
TOTALS D.N.A. 16 or 1.5%	1050	766	283	22	90	258	237	141	113	65	31	12	76	114	176	199	91	107	120	29	29	640	1

What is your age? (Question 14)

Over half of the respondents were in the age bracket 35-49 (54.1%). Of male respondents 19.1% were less than 35, compared to 10.6% of the women, and 28.4% were 50-64 years of age compared to 47% of the women. The mean age of the total sample was 44 years.

The educational cooperatives, county intermediate and the multi-county intermediate units employ the largest percentage of administrators under 35. Conversely, the local school districts and county-wide school districts employ the highest percentage of administrators in the 50-64 year age bracket.

Suggestions for fu

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		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
0,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
9.7	8.3	15.8	21.1	19.3	19.6	14.3	15.9	15.0	6.9	3.4	15.2	11.1	29.1	20.6	29.0	40.0	13.8	30.0	22.7	13.5	11.2	32.1	10.2	0.0	0.0	0.0
1.3	33.3	46.1	50.9	53.4	55.8	51.6	57.0	60.0	58.6	62.1	54.7	51.6	57.0	53.3	51.6	60.0	48.3	36.0	52.7	55.2	61.2	52.6	62.6	49.8	8.0	0.0
9.0	58.3	32.9	28.1	27.3	24.6	34.1	26.2	25.0	34.5	34.5	29.4	36.6	12.7	26.2	19.4	0.0	34.5	34.0	24.0	30.4	26.9	14.8	27.0	48.8	84.0	100.0
0.0	0.0	5.3	0.0	0.0	0.0	0.0	0.9	0.0	0.0	0.0	0.8	0.7	1.3	0.0	0.0	0.0	3.4	0.0	0.6	0.9	0.7	0.5	0.3	1.5	8.0	0.0
31	12	76	114	176	199	91	107	120	29	29	640	153	79	107	31	5	29	50	317	542	134	418	382	203	25	4

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Suggestions for further investigation:

Career ladders in special education administration have not been studied in any depth. It is likely that they are affected by a host of variables including licensing practices, training program requirements, situational factors and certain other "rites of passage." As new training programs emerge, increased attention must be given to such things as selection, recruitment and placement. At that time, if not before, studies of age, sex and previous experience should be helpful.

Table 3.
What is your marital status?

Marital Status	Checked By Respondent	
	No.	%
Single	88	8.3
Married	905	85.1
Divorced, separated or widowed	71	6.7
Did not answer	2	0.2

What is your marital status? (Question 16)

The data from this question is limited and the value purely speculative. In summary, 905 of the respondents (85.1%) were married, 88 (8.3%) were single and only 71 (6.7%) were divorced, separated or widowed. Only two respondents failed to answer this question. This would seem to indicate a high degree of stability in family structure or at least an amazing capacity to adapt to marital demands.

Suggestions for further investigation:

Unlike some other professions, the demand made on special education administrators does not appear to produce stress within the family structure. Reasons why, of course, can only be speculative until further research has been conducted. Could it be a conserative middle class background from which administrators emerge? The type of training they

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have had? A tight normative structure which controls the selection process? These and other questions are worthy of examination as we seek to extend knowledge about leaders.

What is the official title used in your school system to designate your position? (Question 1)

One concern of this study was to identify the titles used to designate the administrator of the special education programs. It was anticipated that doing so might help to initiate a standard administrative terminology. The variables sex, size of school system, size of special education program, type of employer, highest degree obtained, and total years of experience as an administrator of special education were cast against the given title. This data was then analyzed to see if trends could be discerned. Highlights of those comparisons are as follows.

When considering the total sample, the frequency of title was found to be Director of Special Education (28.9%), Coordinator of Special Education (14%), Supervisor of Special Education (12.8%) and Director of Pupil Personnel Services (10.3%).

Men tend more often than women to be called Director of Special Education (31.9% as opposed to 20.9%) and Director of Pupil Personnel Services (12.4% compared to 4.8%). On the other hand, women are called

Coordinator of Special Education (20.2% to 11.6%) and Supervisor of Special Education (20.5% to 9.8%) more than are men.

Table 4. What is the official title used in your school system to designate your position?

Title	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education									
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Di
Director of Special Education	306 28.9%	31.9	20.9	13.6	18.5	27.5	31.5	39.9	30.7	35.3	22.6	15.4	19.7	20.9	26.7	30.2	27.8	37.6	35.5	35.5	36.7	26.7
Special Education Consultant	12 1.1%	0.4	3.1	0.0	1.1	0.4	0.8	0.7	0.0	1.5	9.7	15.4	0.0	0.0	1.7	0.5	1.1	0.0	0.8	0.0	3.3	0.9
Coordinator of Special Education	148 14.0%	11.6	20.2	9.1	14.1	10.2	15.1	11.2	22.8	10.3	9.7	15.4	9.2	13.9	14.8	17.1	14.4	14.7	15.7	6.5	6.7	13.2
Supervisor of Special Education	135 12.8%	9.8	20.5	4.5	4.3	8.6	14.7	16.8	17.5	13.2	12.9	15.4	7.9	7.8	10.8	10.1	16.7	18.3	18.2	25.8	7.7	9.6
Assistant Superintendent of Special Educ.	14 1.3%	1.7	0.3	0.0	1.1	1.6	0.8	1.4	1.8	1.5	3.2	0.0	1.3	1.7	1.1	1.0	0.0	1.8	2.5	0.0	3.3	1.2
Director of Pupil Personnel Services	109 10.3%	12.4	4.8	13.6	14.1	16.1	10.5	9.8	4.4	5.9	0.0	0.0	10.5	13.9	14.8	15.1	7.8	6.4	5.0	0.0	0.0	14.8
School Psychologist	20 1.9%	1.6	2.7	0.0	3.3	3.1	2.5	0.7	0.0	0.0	3.2	0.0	2.6	5.2	2.3	2.5	1.1	0.0	0.0	0.0	3.3	2.6
Director of Special Services	83 7.9%	8.4	6.5	0.0	12.0	10.2	8.8	4.2	4.4	5.9	3.2	15.4	11.8	9.6	9.7	7.0	7.8	8.3	4.1	3.2	6.7	9.2
Director of Title III-IV	7 0.7%	0.7	0.7	0.0	1.1	0.4	0.0	0.7	0.9	2.9	0.0	0.0	1.3	0.0	0.6	0.5	1.1	0.0	2.5	0.0	0.0	0.3
Other	223 21.1%	21.5	20.2	59.1	30.4	22.0	15.1	14.7	17.5	23.5	35.5	23.1	35.5	27.0	17.6	16.1	22.2	12.8	15.7	29.0	33.3	21.4
TOTALS D.N.A. 9 or 0.8%	1057	764	292	22	92	255	238	143	114	68	31	13	76	115	176	199	90	109	121	31	30	644

Director of Special Education is the title most often used to designate the administrator of special education (28.9%) although its popularity varies by size of school unit and size of special education program. When special education program size is used as the unit of comparison, the title becomes progressively more popular with larger programs. Multi-county units (71%) and educational cooperative units (59.5%)

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utilize that title most extensively, and those administrators with the greatest number of years of experience seem to possess that title most frequently.

			Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
9,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
	22.6	15.4	19.7	20.9	26.7	30.2	27.8	37.6	35.5	35.5	36.7	26.7	19.2	59.5	27.1	71.0	40.0	10.3	16.3	30.0	29.3	30.4	27.3	28.7	29.4	46.4	100.0
	9.7	15.4	0.0	0.0	1.7	0.5	1.1	0.0	0.8	0.0	3.3	0.9	3.2	0.0	0.9	0.0	0.0	0.0	2.0	1.9	0.5	1.5	1.2	0.8	1.5	0.0	0.0
	9.7	15.4	9.2	13.9	14.8	17.1	14.4	14.7	15.7	6.5	6.7	13.2	20.5	16.5	10.3	6.5	40.0	6.9	28.6	17.8	12.6	5.2	17.9	12.5	10.3	7.1	0.0
	12.9	15.4	7.9	7.8	10.8	10.1	16.7	18.3	18.2	25.8	7.7	9.6	22.4	2.5	17.8	19.4	0.0	27.6	12.2	13.7	13.7	5.9	12.7	13.3	12.7	10.7	0.0
	3.2	0.0	1.3	1.7	1.1	1.0	0.0	1.8	2.5	0.0	3.3	1.2	2.6	0.0	1.9	0.0	0.0	0.0	0.0	0.9	1.5	2.2	0.7	1.8	1.0	3.6	0.0
	0.0	0.0	10.5	13.9	14.8	15.1	7.8	6.4	5.0	0.0	0.0	14.8	5.8	0.0	3.7	0.0	0.0	3.4	2.0	5.9	11.2	20.7	6.5	12.8	13.7	14.3	0.0
	3.2	0.0	2.6	5.2	2.3	2.5	1.1	0.0	0.0	0.0	3.3	2.6	0.6	0.0	1.9	0.0	0.0	0.0	0.0	2.2	1.6	3.0	2.4	1.0	1.5	0.0	0.0
	3.2	15.4	11.8	9.6	9.7	7.0	7.8	8.3	4.1	3.2	6.7	9.2	5.8	3.8	9.3	0.0	0.0	6.9	6.1	6.3	9.0	7.4	7.9	9.1	6.9	0.0	0.0
	0.0	0.0	1.3	0.0	0.6	0.5	1.1	0.0	2.5	0.0	0.0	0.3	1.3	1.3	0.9	0.0	0.0	3.4	2.0	0.6	0.4	1.5	1.0	0.8	0.0	0.0	0.0
	35.5	23.1	35.5	27.0	17.6	16.1	22.2	12.8	15.7	29.0	33.3	21.4	18.6	16.5	26.2	3.2	20.0	41.4	30.6	20.6	20.1	22.2	22.5	19.1	23.0	17.9	0.0
	31	13	76	115	176	199	90	109	121	31	30	644	156	79	107	31	5	29	49	320	546	135	418	383	204	28	5

The title Coordinator of Special Education was progressively more popular as the size of the special education program increased, with the exception of the two largest categories. County-wide districts (20.5%) and local district-university cooperative programs (two of five) favor the title more than do the others.

The title Supervisor of Special Education was more popular with larger school districts and larger programs, also county-wide school districts, county intermediate and multi-county districts than with the others.

Director of Pupil Personnel Services was favored by smaller districts and smaller programs. Of the various employers, this designation was most popular with local school districts.

Suggestions for further investigation:

It appears that there is little uniformity in the use of titles in special education administration. Some of the confusion that currently exists could be dispelled if a standard taxonomy were developed that would relate specific titles to unique sets of duties, obligations,

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Table 5. How old were you when appointed to your first job of special education administrator?

Age	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Di
Less than 35	427 40.9%	48.3	20.9	43.5	37.1	37.7	48.3	43.2	40.2	31.3	45.2	23.1	35.5	36.9	40.8	46.4	34.1	41.3	47.1	36.7	33.3	39.2	32.7
35-49	517 49.6%	45.4	61.0	39.1	46.1	51.2	44.0	48.2	52.7	65.7	51.6	76.9	40.8	52.3	50.6	46.4	52.3	52.3	47.9	60.0	66.7	50.9	52.3
50-64	98 9.4%	6.2	18.1	17.4	15.7	11.1	7.7	8.6	7.1	3.0	3.2	0.0	22.4	10.8	8.6	7.1	13.6	6.4	5.0	3.3	0.0	9.8	14.4
65 or older	1 0.1%	0.1	0.0	0.0	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7
TOTALS D.N.A. 23 or 2.2%	1043	760	282	23	89	252	234	139	112	67	31	13	76	111	174	196	88	109	119	30	30	632	153

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Often it appears that the job title is manufactured to fit a local condition (a role relationship or a status relationship) rather than to serve as a professionally descriptive term. If that is the case, it would be helpful if we could better understand the effect of those dynamics on the profession.

How old were you when appointed to your first job of special education administrator? (Question 30)

Four out of ten administrators of special education were less than 35 years of age when first appointed to that position. Five out of ten were between the ages 35-49, and approximately one in ten was over 49.

		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
0-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
.2	23.1	35.5	36.9	40.8	46.4	34.1	41.3	47.1	36.7	33.3	39.2	32.7	57.0	47.2	58.1	60.0	24.1	38.8	45.3	39.2	39.6	42.4	38.0	42.3	51.9	60.0
.6	76.9	40.8	52.3	50.6	46.4	52.3	52.3	47.9	60.0	66.7	50.9	52.3	40.5	47.2	29.0	40.0	69.0	42.9	43.7	51.7	56.7	46.3	51.0	53.7	48.1	40.0
.2	0.0	22.4	10.8	8.6	7.1	13.6	6.4	5.0	3.3	0.0	9.8	14.4	2.5	5.6	12.9	0.0	6.9	18.4	10.8	9.1	3.7	11.0	10.9	4.0	0.0	0.0
.0	0.0	1.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.2	0.0	0.0	0.0	0.0
31	13	76	111	174	196	88	109	119	30	30	632	153	79	108	31	5	29	49	316	538	134	417	384	201	27	5

The mean age at appointment was slightly over 37. The mean age of superintendents in the 1960 AASA study* was slightly over 36, and the mean age of elementary principals in the 1968 DESP study* was 33.

Men tended to be appointed to their first administrative job at a much earlier age than women. When we examine the category, "less than 35 years" we find 48.3% of men were appointed at that age compared to only 20.9% of the women. The age range 35-49 reveals a reversal of the situation with 61.0% of the women being appointed between those ages compared to 45.4% of the men. Nearly three times more women than men were appointed after the age of 50 (18.1% compared to 6.2%).

There are a number of possible reasons for this phenomenon, one being that women tend to stay in special education, whereas men tend to pursue other career patterns. Another reason might be the re-entry of women to special education at a later age after having taken time out to raise a family.

Suggestions for further investigation:

Unfortunately, the nature of the data does not provide answers to why these particular patterns exist. Additional indepth research looking at career patterns of administrators of special education might provide additional data that would be more explanatory. Studies to compare differences (if there are any) between special education admin-

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istrators and regular education administrators might also be revealing. It is also possible that studies that examine the efficiency or effectiveness of persons in various age groups could be helpful.

What position did you hold just before your first special education administration position? (Question 29)

Some understanding of a professional groups can be derived by looking at the experiential background of the incumbents. In this regard, administrators of special education present a diverse background of professional experiences.

About 30% of the total group came directly from teaching, and about half of that group were teachers of the mentally retarded. About 22% came from other administrative positions, over half of which were principalships. About 35% came from supportive personnel areas including speech therapist, guidance counselor, school psychologist, teacher of emotionally disturbed, visiting teacher, university faculty, work study coordinator, coordinator of guidance, director of psychological service, rehabilitation counselor, social worker and consultant in special education. Of these classifications, that of school psychologist supplied the highest percentage of administrators (16.9%).

A higher percentage of women (44.5%) came to special education administration directly from classroom teaching than did men (25.5%). Conversely more men (25.5%) than women (11.7%) came from other administrative positions.

More men came from school psychology (17.2%) than any other single category and more women were teachers of mentally retarded (21.8%) prior

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Table 6. What position did you hold just before your first special education administration position?

Position	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wid School
School psychologist	155 16.9%	17.2	15.9	4.5	18.5	20.1	22.1	20.7	9.1	6.6	14.8	33.3	17.6	13.7	24.2	15.9	18.7	14.6	18.4	3.6	12.0	20.1	6.8
Teacher of mentally retarded	141 15.3%	12.9	21.8	9.1	3.7	10.5	13.7	14.9	29.3	24.6	22.2	25.0	2.9	9.5	12.7	15.9	14.7	25.0	20.4	28.6	16.0	12.7	21.1
Principal	120 13.1%	16.5	4.0	13.6	19.8	17.4	9.8	10.7	12.1	11.5	11.1	8.3	17.6	26.3	10.2	12.4	8.0	13.5	12.6	7.1	24.0	14.4	18.0
Speech therapist	63 6.9%	8.1	3.6	0.0	2.5	6.4	8.3	8.3	6.1	9.8	0.0	0.0	1.5	5.3	2.5	7.6	10.7	7.3	8.7	17.9	0.0	7.2	1.5
Guidance counselor	59 6.4%	7.5	3.6	9.1	8.6	7.3	7.8	8.3	2.0	0.0	3.7	0.0	5.9	7.4	7.6	9.4	4.0	3.1	3.9	3.6	4.0	7.2	6.0
Classroom teacher (elementary)	54 5.9%	3.7	11.5	40.9	6.2	6.4	2.5	1.7	5.1	9.8	3.7	0.0	23.5	9.5	5.1	2.9	4.0	1.0	1.0	3.6	4.0	6.0	6.0
Classroom teacher (secondary)	52 5.7%	5.7	5.6	0.0	2.5	9.1	8.8	3.3	1.0	3.3	3.7	0.0	7.4	5.3	10.2	2.4	6.7	7.3	3.9	0.0	0.0	4.6	6.8
Other administrator	50 5.4%	4.9	6.7	4.5	8.6	4.6	5.4	7.4	5.1	6.6	7.4	8.3	1.5	7.4	7.0	7.1	5.3	4.2	7.8	0.0	4.0	4.9	7.5
University faculty	21 2.3%	1.9	3.2	4.5	3.7	2.3	2.5	2.5	2.0	1.6	0.0	0.0	4.4	2.1	1.9	1.8	1.3	3.1	2.9	3.6	0.0	2.5	2.3
Superintendent and Assistant Superintendent	19 2.1%	2.7	0.4	0.0	3.7	1.8	0.5	1.7	4.0	4.9	3.7	0.0	2.9	1.1	1.3	2.4	0.0	4.2	1.9	7.1	0.0	1.6	1.5
Teacher	19 2.1%	1.9	2.4	4.5	3.7	0.5	1.0	2.5	3.0	1.6	0.0	16.7	2.9	1.1	0.6	1.8	1.3	3.1	1.0	0.0	4.0	1.4	2.3
Teacher of emotionally disturbed	13 1.4%	1.0	2.4	0.0	2.5	0.0	1.5	0.0	1.0	3.3	11.1	8.3	0.0	1.1	0.6	1.8	2.7	1.0	1.9	0.0	8.0	1.8	0.8
Consultant in special education	11 1.2%	1.0	1.6	0.0	0.0	0.0	1.0	1.7	1.0	3.3	7.4	0.0	0.0	0.0	0.6	0.0	2.7	0.0	1.0	3.6	8.0	1.1	0.8
Other	142 15.4%	14.5	17.5	9.1	16.0	13.8	15.3	16.4	19.1	13.1	11.1	0.0	11.8	10.6	15.2	18.3	19.9	12.4	14.6	21.5	16.0	14.6	18.8
TOTALS D.N.A. 147 or 13.8%	919	667	252	22	81	219	204	121	99	61	27	12	68	95	157	170	75	96	103	28	25	568	133

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n any other single

arded (21.8%) prior

to becoming administrators.

About one in four of the administrators in the largest school districts were teachers of the mentally retarded. In the small districts, the primary entry route seemed to be either as a principal or a school psychologist. Local school districts seem to favor school psychologists

sition?

		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
00-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
.8	33.3	17.6	13.7	24.2	15.9	18.7	14.6	18.4	3.6	12.0	20.1	6.8	11.3	17.2	20.8	25.0	4.5	0.0	9.2	19.0	32.5	16.4	16.6	18.8	8.7	0.0
.2	25.0	2.9	9.5	12.7	15.9	14.7	25.0	20.4	28.6	16.0	12.7	21.1	22.5	14.0	29.2	50.0	13.6	26.3	21.5	12.1	10.5	18.1	14.5	14.0	4.3	0.0
.1	8.3	17.6	26.3	10.2	12.4	8.0	13.5	12.6	7.1	24.0	14.4	18.0	5.6	6.5	12.5	0.0	4.5	5.3	11.6	15.7	8.8	11.9	13.4	12.4	21.7	66.7
0	0.0	1.5	5.3	2.5	7.6	10.7	7.3	8.7	17.9	0.0	7.2	1.5	9.9	14.0	0.0	0.0	0.0	7.9	8.5	6.9	1.8	3.3	8.6	11.3	0.0	0.0
.7	0.0	5.9	7.4	7.6	9.4	4.0	3.1	3.9	3.6	4.0	7.2	6.0	2.8	5.4	8.3	0.0	4.5	2.6	5.3	8.2	3.5	5.6	7.1	6.5	4.3	0.0
.7	0.0	23.5	9.5	5.1	2.9	4.0	1.0	1.0	3.6	4.0	6.0	6.0	4.2	6.5	4.2	0.0	9.1	15.8	6.7	5.6	1.8	5.0	6.2	6.5	8.7	0.0
.7	0.0	7.4	5.3	10.2	2.4	6.7	7.3	3.9	0.0	0.0	4.6	6.8	8.5	8.6	0.0	25.0	4.5	2.6	6.7	5.4	3.5	7.2	3.9	5.4	13.0	0.0
.4	8.3	1.5	7.4	7.0	7.1	5.3	4.2	7.8	0.0	4.0	4.9	7.5	4.2	5.4	8.3	0.0	9.1	10.5	6.7	4.4	4.4	5.8	5.9	4.3	4.3	0.0
0	0.0	4.4	2.1	1.9	1.8	1.3	3.1	2.9	3.6	0.0	2.5	2.3	2.8	0.0	4.2	0.0	4.5	2.6	2.5	1.5	5.3	2.2	1.5	3.8	0.0	0.0
.7	0.0	2.9	1.1	1.3	2.4	0.0	4.2	1.9	7.1	0.0	1.6	1.5	7.0	3.2	0.0	0.0	0.0	0.0	1.8	2.3	2.6	2.2	2.1	1.6	4.3	0.0
0	16.7	2.9	1.1	0.6	1.8	1.3	3.1	1.0	0.0	4.0	1.4	2.3	4.2	3.2	0.0	0.0	9.1	2.6	3.2	1.3	2.6	1.7	2.7	2.2	0.0	0.0
.1	8.3	0.0	1.1	0.6	1.8	2.7	1.0	1.9	0.0	8.0	1.8	0.8	0.0	0.0	0.0	0.0	4.5	2.6	1.4	1.3	1.8	2.5	0.9	0.0	4.3	0.0
.4	0.0	0.0	0.0	0.6	0.0	2.7	0.0	1.0	3.6	8.0	1.1	0.8	1.4	2.2	4.2	0.0	0.0	0.0	1.1	1.7	0.0	1.1	1.2	1.6	0.0	0.0
.1	0.0	11.8	10.6	15.2	18.3	19.9	12.4	14.6	21.5	16.0	14.6	18.8	15.5	14.0	8.3	0.0	31.8	21.0	14.2	14.6	21.0	17.1	15.5	11.7	26.0	33.3
27	12	68	95	157	170	75	96	103	28	25	568	133	71	93	24	4	22	38	284	478	114	360	337	186	23	3

(20.1%) or principals (14.4%) as administrators as do county-wide districts (psychologists, 21.1% and principals, 18%). Educational cooperative units, county intermediate units, multi-county units and local school-university units tend to select teachers of the mentally retarded and school psychologists. Perhaps one reason school psychologists are chosen as administrators is their high level of training. One in three possesses a doctorate. The same logic would apply also to the categories; teacher of mentally retarded and principals. Another possible reason principals were appointed as administrators of special education is that they were on the job as a source from which to draw. Evidence for this notion is derived from the progressively declining percentage of the total that were principals.

Suggestions for further investigation:

Even though we do have data that indicates the sources from which special education administrators are drawn, it is not known why these particular persons emerge as administrators or what the rationale is for selecting them. The naturally diversive experiential background of special education administrators provide ideal research opportunities to study the effectiveness of administrators who enter administration via different routes. Such things as the relationship of the experiential route to success as an administrator, continuities

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and discontinuities of the role change or some other sub-role set may provide useful information.

What was your primary reason for becoming an administrator of special education? (Question 31)

What motivates people to select certain positions has been a central concern in all facets of education. When one considers the problem of recruitment in highly specialized education programs, it becomes paramount.

Well over half of the respondents indicated that they had become administrators either because they considered administration especially important or they had been encouraged by others (55.4%). The third most frequent reason given was a preference for administration and supervision to classroom teaching. Unlike principals*, few indicated a desire for a larger income (5.6%) as motivating their choice.

There seems to be little difference when we analyze the subgroups (dependent variables) for those who considered administration as especially important. However, proportionately more women than men (32.5% compared to 19.2%) were urged by others to become administrators and those women in the larger districts and programs were more often encouraged than women in the smaller districts and programs. Multi-county and

Table 7. What was your primary reason for becoming an administrator of special education?

Reason	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.
Preferred administration and supervision to classroom instruction.	135 13.5%	15.9	7.2	23.8	13.8	14.4	14.4	13.0	12.1	6.3	10.3	15.4	9.9	10.1	19.3	13.1	20.9	11.4	6.4	6.9	14.3	13.9	10.0
Needed a larger income	56 5.6%	7.3	1.1	0.0	2.3	5.8	4.4	8.0	7.5	3.2	10.3	0.0	2.8	1.8	7.0	7.3	3.5	9.5	2.7	6.9	3.6	4.3	6.7
Consider administration as especially important in education.	327 32.6%	34.6	27.4	42.9	25.3	32.1	31.0	40.6	26.2	39.7	41.4	15.4	35.2	36.7	26.9	34.6	23.3	38.1	38.2	41.4	25.0	34.5	25.3
Encouraged by others.	229 22.8%	19.2	32.5	14.3	13.8	21.0	27.5	19.6	27.1	30.2	20.7	38.5	19.7	17.4	21.1	22.5	27.9	21.0	25.5	31.0	32.1	22.0	30.7
Offered position by superintendent.	35 3.5%	2.5	6.1	0.0	4.6	4.1	3.9	2.2	1.9	6.3	3.4	7.7	5.6	3.7	3.5	1.0	3.5	1.9	4.5	0.0	14.3	4.0	3.3
High personal interest	39 3.9%	4.4	2.2	0.0	4.6	2.1	5.2	4.3	3.7	4.8	0.0	0.0	4.2	2.8	2.3	3.1	4.7	8.6	4.5	3.4	0.0	3.8	2.0
Personal challenge	19 1.9%	1.9	1.8	0.0	2.3	0.8	1.7	1.4	4.7	0.0	3.4	7.7	0.0	0.9	1.2	2.1	4.7	0.0	3.6	0.0	3.6	1.5	2.7
Program needed coordination	29 2.9%	2.2	4.7	4.8	4.6	1.6	3.1	2.2	3.7	4.8	3.4	0.0	2.8	1.8	1.8	5.2	3.5	1.0	2.7	10.3	0.0	2.5	4.0
Part of general administrative responsibilities	49 4.9%	4.8	5.1	9.5	12.6	9.5	3.1	1.4	1.9	0.0	0.0	7.7	8.5	11.0	9.9	4.2	2.3	0.0	0.0	0.0	3.6	5.6	3.3
Other	85 8.5%	7.2	11.9	4.8	16.1	8.6	5.6	7.2	11.3	4.8	6.8	7.7	11.3	13.7	7.0	6.7	5.9	8.6	11.8	0.0	3.6	7.9	12.0
TOTALS D.N.A. 63 or 5.9%	1003	725	277	21	87	243	229	138	107	63	29	13	71	109	171	191	86	105	110	29	28	605	150

county-wide systems seemed to encourage women more than did the others.

Suggestions for further investigation:

Unfortunately, a larger range of reasons were not included as responses to this question. For instance, it is quite likely that some people enter administration for the status or prestige derived, others to escape the routine of the classroom, still others to seek the power

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		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
00-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
3	15.4	9.9	10.1	19.3	13.1	20.9	11.4	6.4	6.9	14.3	13.9	10.0	12.0	12.5	26.7	0.0	20.7	4.2	14.2	13.7	14.7	13.6	12.2	13.8	22.2	20.0
3	0.0	2.8	1.8	7.0	7.3	3.5	9.5	2.7	6.9	3.6	4.3	6.7	14.7	5.8	0.0	20.0	3.4	2.1	4.6	6.8	3.9	4.0	5.2	9.2	7.4	0.0
4	15.4	35.2	36.7	26.9	34.6	23.3	38.1	38.2	41.4	25.0	34.5	25.3	38.7	30.8	26.7	60.0	17.2	29.2	30.0	35.6	27.9	35.0	35.6	24.1	25.9	20.0
7	38.5	19.7	17.4	21.1	22.5	27.9	21.0	25.5	31.0	32.1	22.0	30.7	12.0	18.3	36.7	0.0	34.5	41.7	23.8	22.1	17.8	23.7	20.1	27.2	18.5	20.0
.4	7.7	5.6	3.7	3.5	1.0	3.5	1.9	4.5	0.0	14.3	4.0	3.3	1.3	3.8	0.0	0.0	3.4	2.1	5.6	2.5	3.1	2.0	5.2	2.6	3.7	40.0
.0	0.0	4.2	2.8	2.3	3.1	4.7	8.6	4.5	3.4	0.0	3.8	2.0	4.0	6.7	3.3	0.0	6.9	8.3	3.3	2.5	9.3	5.0	4.1	1.5	0.0	0.0
.4	7.7	0.0	0.9	1.2	2.1	4.7	0.0	3.6	0.0	3.6	1.5	2.7	1.3	3.8	3.3	0.0	0.0	6.3	1.0	2.1	1.6	1.5	2.2	2.1	3.7	0.0
.4	0.0	2.8	1.8	1.8	5.2	3.5	1.0	2.7	10.3	0.0	2.5	4.0	4.0	2.9	0.0	20.0	3.4	2.1	4.0	1.9	3.9	3.5	1.9	3.1	7.4	0.0
.0	7.7	8.5	11.0	9.9	4.2	2.3	0.0	0.0	0.0	3.6	5.6	3.3	5.3	4.8	0.0	0.0	3.4	2.1	3.3	5.2	8.5	3.8	6.3	5.1	0.0	0.0
.8	7.7	11.3	13.7	7.0	6.7	5.9	8.6	11.8	0.0	3.6	7.9	12.0	6.6	10.6	3.3	0.0	6.8	2.1	10.3	7.6	9.3	7.8	7.3	11.3	11.1	0.0
29	13	71	109	171	191	86	105	110	29	28	605	150	75	104	30	5	29	48	303	517	129	397	368	195	27	5

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and authority they perceive inherent in administration. On the other hand, it is possible they were seeking an expansion of their personal horizons. What motivates people to seek a leadership position in special education is essential information for an emergent profession. Especially helpful would be studies that get at the value structure, motivation or psychological needs that attract administrators.

Suppose you were starting all over again, would you become a special education administrator? (Question 32)

Job satisfaction has often been used as an indication of group morale. Indeed such questions have been asked of most others in education in numerous studies. The central question is usually phrased, "If you were starting over again would you make the same choice?" In answering a similar question, 78% of teachers in a 1966* study answered affirmatively, 80% of elementary principals in a 1968* study answered yes, 70% of superintendents in a 1970* study said they would and in this study 74% answered the question in that direction. Only 1.6% said they certainly would not, and 6.5% said they probably would not. Eighteen

Table 8. Suppose you were starting all over again, would you become a special education administrator?

Response	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist	Cou
Certainly would	475 45.4%	46.3	42.9	52.2	37.1	36.8	45.6	47.1	55.0	61.8	60.0	38.5	48.0	30.7	34.3	50.8	45.5	54.6	56.4	50.0	58.6	44.0	4
Probably would	293 28.5%	28.6	28.2	21.7	29.2	30.8	30.8	27.9	27.0	22.1	23.3	30.8	20.0	31.6	34.3	25.4	27.3	25.0	28.2	23.3	27.6	27.9	28
Chances about even for and against	188 18.0%	17.8	18.5	21.7	24.7	19.0	16.9	16.4	13.5	13.2	13.3	23.1	21.3	20.2	22.5	16.8	19.3	14.8	11.1	23.3	6.9	19.1	20
Probably would not	68 6.5%	5.5	9.1	0.0	2.2	11.9	5.1	8.6	4.5	1.5	0.0	7.7	6.7	11.4	7.9	6.6	6.8	4.6	4.3	0.0	3.4	7.2	9
Certainly would not	17 1.6%	1.7	1.4	4.3	6.7	1.6	1.7	0.0	0.0	1.5	3.3	0.0	4.0	6.1	1.1	0.5	1.1	0.9	0.0	3.3	3.4	1.7	0
TOTALS D.N.A. 20 or 1.9%	1046	758	287	23	89	253	237	140	111	68	30	13	75	114	178	197	88	108	117	30	29	638	1

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percent of the respondents were uncertain.

This would seem to indicate a rather high general morale for the entire group of respondents. There did not appear to be large differences in comparing the sub-group "sex." Size of district and program did not seem to matter to any extent, although there was a slight tendency for those in larger districts and programs to be more satisfied. Who the employer was did not seem to make much difference.

Those with higher levels of education seemed to be somewhat less certain they would make the same career choice again. Years of experience as special education administrator did not seem to differentiate between the subgroups.

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			Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
8	60.0	38.5	48.0	30.7	34.3	50.8	45.5	54.6	56.4	50.0	58.6	44.0	41.6	60.3	43.8	51.6	40.0	58.6	70.8	46.4	44.1	40.3	47.1	45.7	40.7	50.0	80.0
1	23.3	30.8	20.0	31.6	34.3	25.4	27.3	25.0	28.2	23.3	27.6	27.9	28.6	21.8	35.2	35.5	40.0	20.7	18.8	27.8	30.0	27.6	25.5	29.6	33.7	21.4	0.0
2	13.3	23.1	21.3	20.2	22.5	16.8	19.3	14.8	11.1	23.3	6.9	19.1	20.1	12.8	17.1	6.5	20.0	13.8	6.3	18.0	18.5	20.1	19.2	16.9	18.1	21.4	0.0
5	0.0	7.7	6.7	11.4	7.9	6.6	6.8	4.6	4.3	0.0	3.4	7.2	9.1	5.1	1.9	0.0	0.0	3.4	4.2	5.4	6.5	9.0	6.3	6.2	6.5	7.1	0.0
5	3.3	0.0	4.0	6.1	1.1	0.5	1.1	0.9	0.0	3.3	3.4	1.7	0.6	0.0	1.9	6.5	0.0	3.4	0.0	2.5	0.9	3.0	1.9	1.6	1.0	0.0	20.0
8	30	13	75	114	178	197	88	108	117	30	29	638	154	78	105	31	5	29	48	317	540	134	416	385	199	28	5

Suggestions for further investigation:

A better question might have been, "What in your career as a special education administrator has given you the greatest satisfaction--the least satisfaction, etc.?" This type of question would come closer to obtaining reasons for high and low morale in administration than the type of question which was asked. Follow-up studies of those who would not become administrators again might be revealing.

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women (60.5%) more so
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Table 9. Do you consider special education administration as your final educational goal?

Answer	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Di
Yes	506 51.5%	48.2	60.5	47.6	43.9	40.5	53.0	53.1	62.3	67.2	69.0	60.0	40.0	33.6	43.5	50.8	57.6	56.6	61.7	78.6	64.0	51.0	54.1
No	476 48.5%	51.8	39.5	52.4	56.1	59.5	47.0	46.9	37.7	32.8	31.0	40.0	60.0	66.4	56.5	49.2	42.4	43.4	38.3	21.4	36.0	49.0	45.9
TOTALS D.N.A. 84 or 7.9%	982	716	266	21	82	247	219	130	106	64	29	10	70	107	168	183	85	99	115	28	25	598	148
If not, what position would you like most to hold?																							
Superintendent of schools	146 37.2%	41.1	19.7	71.4	40.0	44.2	38.2	33.3	22.9	15.8	42.9	50.0	57.1	40.0	38.6	33.3	34.5	33.3	34.3	12.5	45.5	39.1	41.2
Special Education, State Department of Education	52 13.3%	13.4	12.7	0.0	14.3	11.5	15.7	10.5	17.1	15.8	14.3	0.0	7.1	12.0	12.9	17.3	13.8	9.5	2.9	37.5	0.0	11.6	9.8
Special education, professional organization	7 1.8%	1.6	2.8	0.0	2.9	1.0	0.0	3.5	0.0	5.3	0.0	0.0	0.0	2.0	2.9	1.2	0.0	2.4	0.0	0.0	9.1	1.7	2.0
Special education, federal office	14 3.6%	3.4	4.2	0.0	0.0	4.8	1.1	3.5	5.7	5.3	0.0	0.0	7.1	2.0	4.3	3.7	0.0	2.4	2.9	12.5	0.0	4.3	0.0
Special education, college or university	173 44.1%	40.5	60.6	28.6	42.9	38.5	44.9	49.1	54.3	57.9	42.9	50.0	28.6	44.0	41.4	44.4	51.7	52.4	60.0	37.5	45.5	43.3	47.1
TOTALS D.N.A. 84 or 17.6%	392	321	71	7	35	104	89	57	35	19	7	4	28	50	70	81	29	42	35	8	11	233	51

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Do you consider special education administration as your final educational goal? (Question 38)

Half of those who are currently administrators of special education consider that position as their final educational goal. This is true of women (60.5%) more so than men (48.2%).

Those in smaller systems seemed generally to be more career mobile than did those in large districts. Those with doctorates were much less

		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
0	60.0	40.0	33.6	43.5	50.8	57.6	56.6	61.7	78.6	64.0	51.0	54.1	45.9	47.9	69.0	75.0	60.7	59.1	51.7	54.5	35.4	41.0	51.8	65.8	80.8	100.0
0	40.0	60.0	66.4	56.5	49.2	42.4	43.4	38.3	21.4	36.0	49.0	45.9	54.1	52.1	31.0	25.0	39.3	40.9	48.3	45.5	64.6	59.0	48.2	34.2	19.2	0.0
9	10	70	107	168	183	85	99	115	28	25	598	148	74	96	29	4	28	44	294	510	127	388	355	193	26	4
9	50.0	57.1	40.0	38.6	33.3	34.5	33.3	34.3	12.5	45.5	39.1	41.2	18.9	40.0	25.0	0.0	50.0	22.2	29.7	43.7	34.9	33.2	40.9	44.0	50.0	100.0
3	0.0	7.1	12.0	12.9	17.3	13.8	9.5	2.9	37.5	0.0	11.6	9.8	24.3	14.0	25.0	50.0	12.5	22.2	18.0	11.6	7.9	14.3	13.1	6.0	25.0	0.0
0	0.0	0.0	2.0	2.9	1.2	0.0	2.4	0.0	0.0	9.1	1.7	2.0	2.7	0.0	0.0	0.0	12.5	5.6	0.0	3.0	0.0	2.0	1.5	2.0	0.0	0.0
0	0.0	7.1	2.0	4.3	3.7	0.0	2.4	2.9	12.5	0.0	4.3	0.0	2.7	4.0	0.0	0.0	12.5	16.7	7.2	1.0	1.6	5.1	2.2	2.0	0.0	0.0
9	50.0	28.6	44.0	41.4	44.4	51.7	52.4	60.0	37.5	45.5	43.3	47.1	51.4	42.0	50.0	50.0	12.5	33.3	45.0	40.7	55.6	45.4	42.3	46.0	25.0	0.0
7	4	28	50	70	81	29	42	35	8	11	233	51	37	50	8	2	8	18	111	199	63	196	137	50	4	1

apt to believe special education administration was a final career goal than were others.

The greater the number of years of experience as a special education administrator, the more likely the respondent was to consider his position a final career goal.

Of those who did not consider special education administration their final goal, 44.1% replied that they would like a position in special education at a college or university. Women were more likely to choose this as a next career step than were men (60.6% compared to 40.5%). Also, those respondents in larger systems and those with higher educational degrees did likewise.

Men were more apt to aspire to become superintendents than were women (41.1% to 19.7%), especially those in smaller systems or programs. Equal percentages of men and women were interested in special education at the State Department of Education (13.3% men, 12.7% women) but few were interested in careers in professional organizations or in federal offices.

Suggestions for further study:

In this question, as in some others, it would appear that the A.D.M. categories beyond 100,000 are dysfunctional as a unit of analysis as are the categories of experience beyond 30 years because there are

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s because there are so few respondents in those categories. It may be more fruitful to analyze those in the "great cities" in a special study. Throughout the data tables, respondents in those categories often tend to be somewhat "different." This question, combined with several others, indicate the need for some type of special education administration "manpower" study.

CHAPTER II

CHARACTERISTICS OF ADMINISTRATORS OF SPECIAL EDU

If what is known about organization in general holds true in special educati
it does not, the central position around which organizational concerns revolve is
education. This person, more than any other, will be involved either directly or
affect the lives of millions of people, the spending of billions of dollars and t
supervision of thousands of programs for students with disabilities.

To better understand the nature of the role the administrator of special edu
something about the background of those persons who are working in that field. T
selected demographic data derived from the study.

Please indicate your sex. (Question 15)

Nearly three in four administrators of special education are men. This is the same proportion of men to women currently found in the elementary principalship.[*] Proportionately more women administrators tend to be found in the very small or very large districts and in the county-wide school district (44%). In the comparison "highest degree

obtained" men have
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CHAPTER II

ARACTERISTICS OF ADMINISTRATORS OF SPECIAL EDUCATION

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e of the role the administrator of special education fills, it is useful to know
ose persons who are working in that field. Thus, the following tables view
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obtained" men have attained higher levels than women and the ratio becomes increasingly more divergent in favor of men as degree status increases (bachelor, 65% men to 36% women--doctorate, 78.7% men to 21.3% women).

The sub-group comparisons by years of experience as a special education administrator shows a steady increase in numbers of administrators of special education each year and a steady decline in the proportion of women administrators to men.

Although there were only five respondents who had 30-39 years of experience, three were women (60%). At the other end of the continuum, of the 422 respondents that had one to three years of experience, only 26.3% were women with the decrease in nearly linear proportion.

In analyzing the data, it becomes immediately apparent that the proportion of women to men administrators is rapidly decreasing.

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Types of questions

Table 1. Please indicate your sex.

Sex	Total Sample	Total Average Daily Membership									Total Average Daily Membership - Special Education									Employed			
		1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Un	County Int
Male	771 72.4%	69.6	63.0	76.7	75.3	79.2	75.4	63.2	67.7	38.5	58.4	72.2	80.9	78.4	70.3	72.7	70.2	67.7	66.7	73.6	56.3	82.3	78.0
Female	294 27.6%	30.4	37.0	23.3	24.7	20.8	24.6	36.8	32.3	61.5	41.6	27.8	19.1	21.6	29.7	27.3	29.8	32.3	33.3	26.4	43.7	17.7	22.0
TOTALS D.N.A. 1 or 0.1%	1065	23	92	258	239	144	114	68	31	13	77	115	178	199	91	110	121	31	30	647	158	79	109

Suggestions for further investigation:

Obviously, there is a wealth of data that lies hidden in questions concerning the role that the characteristic "sex" plays in the area of special education administration. On the surface, it often appears that

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there are real biases in the position favoring men, but on further exploration, reasons for those differences are revealed that tend to indicate a lack of bias. In this age of deep concern over patterns of discrimination, both real and fancied, it would appear worthwhile for someone to do an indepth study utilizing an interview technique to more fully explore the nature and extent of discriminatory practices within respect to this variable.

Types of questions that need answers are: Do women aspire to administrative positions in special education? Are women discriminated against in training programs, selection processes or fellowship opportunities? Are there legitimate requirements that prohibit women from certain administrative positions? Reasons for preference of one sex over the other?

Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
58.4	72.2	80.9	78.4	70.3	72.7	70.2	67.7	66.7	73.6	56.3	82.3	78.0	87.1	100.0	63.3	64.0	64.6	76.5	78.7	73.7	72.9	72.5	64.3	40.0
41.6	27.8	19.1	21.6	29.7	27.3	29.8	32.3	33.3	26.4	43.7	17.7	22.0	12.9	0.0	36.7	36.0	35.4	23.5	21.3	26.3	27.1	27.5	35.7	60.0
77	115	178	199	91	110	121	31	30	647	158	79	109	31	5	30	50	322	550	136	422	387	204	28	5

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often appears that

Table 2. What is your age?

Age	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	Coun S
Less than 35	176 16.8%	19.1	10.6	4.5	20.0	15.5	24.5	12.8	17.7	7.7	9.7	8.3	15.8	21.1	19.3	19.6	14.3	15.9	15.0	6.9	3.4	15.2	11
35-49	568 54.1%	59.0	40.6	63.6	46.7	55.0	51.1	60.3	55.8	58.5	61.3	33.3	46.1	50.9	53.4	55.8	51.6	57.0	60.0	58.6	62.1	54.7	51
50-64	298 28.4%	21.5	47.0	31.8	28.9	28.7	24.5	27.0	25.7	33.8	29.0	58.3	32.9	28.1	27.3	24.6	34.1	26.2	25.0	34.5	34.5	29.4	36
65 or older	8 0.8%	0.4	1.8	0.0	4.4	0.8	0.0	0.0	0.9	0.0	0.0	0.0	5.3	0.0	0.0	0.0	0.0	0.9	0.0	0.0	0.0	0.8	0
TOTALS D.N.A. 16 or 1.5%	1050	766	283	22	90	258	237	141	113	65	31	12	76	114	176	199	91	107	120	29	29	640	1

What is your age? (Question 14)

Over half of the respondents were in the age bracket 35-49 (54.1%). Of male respondents 19.1% were less than 35, compared to 10.6% of the women, and 28.4% were 50-64 years of age compared to 47% of the women. The mean age of the total sample was 44 years.

The educational cooperatives, county intermediate and the multi-county intermediate units employ the largest percentage of administrators under 35. Conversely, the local school districts and county-wide school districts employ the highest percentage of administrators in the 50-64 year age bracket.

Suggestions for fur

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		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
9.7	8.3	15.8	21.1	19.3	19.6	14.3	15.9	15.0	6.9	3.4	15.2	11.1	29.1	20.6	29.0	40.0	13.8	30.0	22.7	13.5	11.2	32.1	10.2	0.0	0.0	0.0
61.3	33.3	46.1	50.9	53.4	55.8	51.6	57.0	60.0	58.6	62.1	54.7	51.6	57.0	53.3	51.6	60.0	48.3	36.0	52.7	55.2	61.2	52.6	62.6	49.8	8.0	0.0
29.0	58.3	32.9	28.1	27.3	24.6	34.1	26.2	25.0	34.5	34.5	29.4	36.6	12.7	26.2	19.4	0.0	34.5	34.0	24.0	30.4	26.9	14.8	27.0	48.8	84.0	100.0
0.0	0.0	5.3	0.0	0.0	0.0	0.0	0.9	0.0	0.0	0.0	0.8	0.7	1.3	0.0	0.0	0.0	3.4	0.0	0.6	0.9	0.7	0.5	0.3	1.5	8.0	0.0
31	12	76	114	176	199	91	107	120	29	29	640	153	79	107	31	5	29	50	317	542	134	418	382	203	25	4

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to 47% of the women.

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Suggestions for further investigation:

Career ladders in special education administration have not been studied in any depth. It is likely that they are affected by a host of variables including licensing practices, training program requirements, situational factors and certain other "rites of passage." As new training programs emerge, increased attention must be given to such things as selection, recruitment and placement. At that time, if not before, studies of age, sex and previous experience should be helpful.

Table 3.
What is your marital status?

Marital Status	Checked By Respondent	
	No.	%
Single	88	8.3
Married	905	85.1
Divorced, separated or widowed	71	6.7
Did not answer	2	0.2

What is your marital status? (Question 16)

The data from this question is limited and the value purely speculative. In summary, 905 of the respondents (85.1%) were married, 88 (8.3%) were single and only 71 (6.7%) were divorced, separated or widowed. Only two respondents failed to answer this question. This would seem to indicate a high degree of stability in family structure or at least an amazing capacity to adapt to marital demands.

Suggestions for further investigation:

Unlike some other professions, the demand made on special education administrators does not appear to produce stress within the family structure. Reasons why, of course, can only be speculative until further research has been conducted. Could it be a conserative middle class background from which administrators emerge? The type of training they

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Men tend more of
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Checked By Respondent	
No.	%
88	8.3
905	85.1
71	6.7
2	0.2

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have had? A tight normative structure which controls the selection process? These and other questions are worthy of examination as we seek to extend knowledge about leaders.

What is the official title used in your school system to designate your position? (Question 1)

One concern of this study was to identify the titles used to designate the administrator of the special education programs. It was anticipated that doing so might help to initiate a standard administrative terminology. The variables sex, size of school system, size of special education program, type of employer, highest degree obtained, and total years of experience as an administrator of special education were cast against the given title. This data was then analyzed to see if trends could be discerned. Highlights of those comparisons are as follows.

When considering the total sample, the frequency of title was found to be Director of Special Education (28.9%), Coordinator of Special Education (14%), Supervisor of Special Education (12.8%) and Director of Pupil Personnel Services (10.3%).

Men tend more often than women to be called Director of Special Education (31.9% as opposed to 20.9%) and Director of Pupil Personnel Services (12.4% compared to 4.8%). On the other hand, women are called

Coordinator of Special Education (20.2% to 11.6%) and Supervisor of Special Education (20.5% to 9.8%) more than are men.

Table 4. What is the official title used in your school system to designate your position?

Title	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education									
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist
Director of Special Education	306 28.9%	31.9	20.9	13.6	18.5	27.5	31.5	39.9	30.7	35.3	22.6	15.4	19.7	20.9	26.7	30.2	27.8	37.6	35.5	35.5	36.7	26.7
Special Education Consultant	12 1.1%	0.4	3.1	0.0	1.1	0.4	0.8	0.7	0.0	1.5	9.7	15.4	0.0	0.0	1.7	0.5	1.1	0.0	0.8	0.0	3.3	0.9
Coordinator of Special Education	148 14.0%	11.6	20.2	9.1	14.1	10.2	15.1	11.2	22.8	10.3	9.7	15.4	9.2	13.9	14.8	17.1	14.4	14.7	15.7	6.5	6.7	13.2
Supervisor of Special Education	135 12.8%	9.8	20.5	4.5	4.3	8.6	14.7	16.8	17.5	13.2	12.9	15.4	7.9	7.8	10.8	10.1	16.7	18.3	18.2	25.8	7.7	9.6
Assistant Superintendent of Special Educ.	14 1.3%	1.7	0.3	0.0	1.1	1.6	0.8	1.4	1.8	1.5	3.2	0.0	1.3	1.7	1.1	1.0	0.0	1.8	2.5	0.0	3.3	1.2
Director of Pupil Personnel Services	109 10.3%	12.4	4.8	13.6	14.1	16.1	10.5	9.8	4.4	5.9	0.0	0.0	10.5	13.9	14.8	15.1	7.8	6.4	5.0	0.0	0.0	14.8
School Psychologist	20 1.9%	1.6	2.7	0.0	3.3	3.1	2.5	0.7	0.0	0.0	3.2	0.0	2.6	5.2	2.3	2.5	1.1	0.0	0.0	0.0	3.3	2.6
Director of Special Services	83 7.9%	8.4	6.5	0.0	12.0	10.2	8.8	4.2	4.4	5.9	3.2	15.4	11.8	9.6	9.7	7.0	7.8	8.3	4.1	3.2	6.7	9.2
Director of Title III-IV	7 0.7%	0.7	0.7	0.0	1.1	0.4	0.0	0.7	0.9	2.9	0.0	0.0	1.3	0.0	0.6	0.5	1.1	0.0	2.5	0.0	0.0	0.3
Other	223 21.1%	21.5	20.2	59.1	30.4	22.0	15.1	14.7	17.5	23.5	35.5	23.1	35.5	27.0	17.6	16.1	22.2	12.8	15.7	29.0	33.3	21.4
TOTALS D.N.A. 9 or 0.8%	1057	764	292	22	92	255	238	143	114	68	31	13	76	115	176	199	90	109	121	31	30	644

Director of Special Education is the title most often used to designate the administrator of special education (28.9%) although its popularity varies by size of school unit and size of special education program. When special education program size is used as the unit of comparison, the title becomes progressively more popular with larger programs. Multi-county units (71%) and educational cooperative units (59.5%)

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100,000-199,000	200,000+	Total Average Daily Membership - Special Education: 1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Employed By: Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Highest Degree Attained: Bachelor	Master	Master + 1	Doctor	Years of Experience As A Special Education Administrator: 1-3	4-9	10-19	20-29	30-39
22.6	15.4	19.7	20.9	26.7	30.2	27.8	37.6	35.5	35.5	36.7	26.7	19.2	59.5	27.1	71.0	40.0	10.3	16.3	30.0	29.3	30.4	27.3	28.7	29.4	46.4	100.0
9.7	15.4	0.0	0.0	1.7	0.5	1.1	0.0	0.8	0.0	3.3	0.9	3.2	0.0	0.9	0.0	0.0	0.0	2.0	1.9	0.5	1.5	1.2	0.8	1.5	0.0	0.0
9.7	15.4	9.2	13.9	14.8	17.1	14.4	14.7	15.7	6.5	6.7	13.2	20.5	16.5	10.3	6.5	40.0	6.9	28.6	17.8	12.6	5.2	17.9	12.5	10.3	7.1	0.0
12.9	15.4	7.9	7.8	10.8	10.1	16.7	18.3	18.2	25.8	7.7	9.6	22.4	2.5	17.8	19.4	0.0	27.6	12.2	13.7	13.7	5.9	12.7	13.3	12.7	10.7	0.0
3.2	0.0	1.3	1.7	1.1	1.0	0.0	1.8	2.5	0.0	3.3	1.2	2.6	0.0	1.9	0.0	0.0	0.0	0.0	0.9	1.5	2.2	0.7	1.8	1.0	3.6	0.0
0.0	0.0	10.5	13.9	14.8	15.1	7.8	6.4	5.0	0.0	0.0	14.8	5.8	0.0	3.7	0.0	0.0	3.4	2.0	5.9	11.2	20.7	6.5	12.8	13.7	14.3	0.0
3.2	0.0	2.6	5.2	2.3	2.5	1.1	0.0	0.0	0.0	3.3	2.6	0.6	0.0	1.9	0.0	0.0	0.0	0.0	2.2	1.6	3.0	2.4	1.0	1.5	0.0	0.0
3.2	15.4	11.8	9.6	9.7	7.0	7.8	8.3	4.1	3.2	6.7	9.2	5.8	3.8	9.3	0.0	0.0	6.9	6.1	6.3	9.0	7.4	7.9	9.1	6.9	0.0	0.0
0.0	0.0	1.3	0.0	0.6	0.5	1.1	0.0	2.5	0.0	0.0	0.3	1.3	1.3	0.9	0.0	0.0	3.4	2.0	0.6	0.4	1.5	1.0	0.8	0.0	0.0	0.0
35.5	23.1	35.5	27.0	17.6	16.1	22.2	12.8	15.7	29.0	33.3	21.4	18.6	16.5	26.2	3.2	20.0	41.4	30.6	20.6	20.1	22.2	22.5	19.1	23.0	17.9	0.0
31	13	76	115	176	199	90	109	121	31	30	644	156	79	107	31	5	29	49	320	546	135	418	383	204	28	5

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.9%) although its pop-
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d as the unit of compar-
r with larger programs.
ive units (59.5%)

utilize that title most extensively, and those administrators with the greatest number of years of experience seem to possess that title most frequently.

The title Coordinator of Special Education was progressively more popular as the size of the special education program increased, with the exception of the two largest categories. County-wide districts (20.5%) and local district-university cooperative programs (two of five) favor the title more than do the others.

The title Supervisor of Special Education was more popular with larger school districts and larger programs, also county-wide school districts, county intermediate and multi-county districts than with the others.

Director of Pupil Personnel Services was favored by smaller districts and smaller programs. Of the various employers, this designation was most popular with local school districts.

Suggestions for further investigation:

It appears that there is little uniformity in the use of titles in special education administration. Some of the confusion that currently exists could be dispelled if a standard taxonomy were developed that would relate specific titles to unique sets of duties, obligations,

functions or responsib

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How old were you when
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Table 5. How old were you when appointed to your first job of special education administrator?

Age	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Di
Less than 35	427 40.9%	48.3	20.9	43.5	37.1	37.7	48.3	43.2	40.2	31.3	45.2	23.1	35.5	36.9	40.8	46.4	34.1	41.3	47.1	36.7	33.3	39.2	32.7
35-49	517 49.6%	45.4	61.0	39.1	46.1	51.2	44.0	48.2	52.7	65.7	51.6	76.9	40.8	52.3	50.6	46.4	52.3	52.3	47.9	60.0	66.7	50.9	52.3
50-64	98 9.4%	6.2	18.1	17.4	15.7	11.1	7.7	8.6	7.1	3.0	3.2	0.0	22.4	10.8	8.6	7.1	13.6	6.4	5.0	3.3	0.0	9.8	14.4
65 or older	1 0.1%	0.1	0.0	0.0	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7
TOTALS D.N.A. 23 or 2.2%	1043	760	282	23	89	252	234	139	112	67	31	13	76	111	174	196	88	109	119	30	30	632	153

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Often it appears that the job title is manufactured to fit a local condition (a role relationship or a status relationship) rather than to serve as a professionally descriptive term. If that is the case, it would be helpful if we could better understand the effect of those dynamics on the profession.

How old were you when appointed to your first job of special education administrator? (Question 30)

Four out of ten administrators of special education were less than 35 years of age when first appointed to that position. Five out of ten were between the ages 35-49, and approximately one in ten was over 49.

		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
00-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
.2	23.1	35.5	36.9	40.8	46.4	34.1	41.3	47.1	36.7	33.3	39.2	32.7	57.0	47.2	58.1	60.0	24.1	38.8	45.3	39.2	39.6	42.4	38.0	42.3	51.9	60.0
.6	76.9	40.8	52.3	50.6	46.4	52.3	52.3	47.9	60.0	66.7	50.9	52.3	40.5	47.2	29.0	40.0	69.0	42.9	43.7	51.7	56.7	46.3	51.0	53.7	48.1	40.0
.2	0.0	22.4	10.8	8.6	7.1	13.6	6.4	5.0	3.3	0.0	9.8	14.4	2.5	5.6	12.9	0.0	6.9	18.4	10.8	9.1	3.7	11.0	10.9	4.0	0.0	0.0
.0	0.0	1.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.2	0.0	0.0	0.0	0.0
31	13	76	111	174	196	88	109	119	30	30	632	153	79	108	31	5	29	49	316	538	134	417	384	201	27	5

The mean age at appointment was slightly over 37. The mean age of superintendents in the 1960 AASA study* was slightly over 36, and the mean age of elementary principals in the 1968 DESP study* was 33.

Men tended to be appointed to their first administrative job at a much earlier age than women. When we examine the category, "less than 35 years" we find 48.3% of men were appointed at that age compared to only 20.9% of the women. The age range 35-49 reveals a reversal of the situation with 61.0% of the women being appointed between those ages compared to 45.4% of the men. Nearly three times more women than men were appointed after the age of 50 (18.1% compared to 6.2%).

There are a number of possible reasons for this phenomenon, one being that women tend to stay in special education, whereas men tend to pursue other career patterns. Another reason might be the re-entry of women to special education at a later age after having taken time out to raise a family.

Suggestions for further investigation:

Unfortunately, the nature of the data does not provide answers to why these particular patterns exist. Additional indepth research looking at career patterns of administrators of special education might provide additional data that would be more explanatory. Studies to compare differences (if there are any) between special education admin-

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istrators and regular education administrators might also be revealing. It is also possible that studies that examine the efficiency or effectiveness of persons in various age groups could be helpful.

What position did you hold just before your first special education administration position? (Question 29)

Some understanding of a professional groups can be derived by looking at the experiential background of the incumbents. In this regard, administrators of special education present a diverse background of professional experiences.

About 30% of the total group came directly from teaching, and about half of that group were teachers of the mentally retarded. About 22% came from other administrative positions, over half of which were principalships. About 35% came from supportive personnel areas including speech therapist, guidance counselor, school psychologist, teacher of emotionally disturbed, visiting teacher, university faculty, work study coordinator, coordinator of guidance, director of psychological service, rehabilitation counselor, social worker and consultant in special education. Of these classifications, that of school psychologist supplied the highest percentage of administrators (16.9%).

A higher percentage of women (44.5%) came to special education administration directly from classroom teaching than did men (25.5%). Conversely more men (25.5%) than women (11.7%) came from other administrative positions.

More men came from school psychology (17.2%) than any other single category and more women were teachers of mentally retarded (21.8%) prior

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Table 6. What position did you hold just before your first special education administration position?

Position	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Di
School psychologist	155 16.9%	17.2	15.9	4.5	18.5	20.1	22.1	20.7	9.1	6.6	14.8	33.3	17.6	13.7	24.2	15.9	18.7	14.6	18.4	3.6	12.0	20.1	6.8
Teacher of mentally retarded	141 15.3%	12.9	21.8	9.1	3.7	10.5	13.7	14.9	29.3	24.6	22.2	25.0	2.9	9.5	12.7	15.9	14.7	25.0	20.4	28.6	16.0	12.7	21.1
Principal	120 13.1%	16.5	4.0	13.6	19.8	17.4	9.8	10.7	12.1	11.5	11.1	8.3	17.6	26.3	10.2	12.4	8.0	13.5	12.6	7.1	24.0	14.4	18.0
Speech therapist	63 6.9%	8.1	3.6	0.0	2.5	6.4	8.3	8.3	6.1	9.8	0.0	0.0	1.5	5.3	2.5	7.6	10.7	7.3	8.7	17.9	0.0	7.2	1.5
Guidance counselor	59 6.4%	7.5	3.6	9.1	8.6	7.3	7.8	8.3	2.0	0.0	3.7	0.0	5.9	7.4	7.6	9.4	4.0	3.1	3.9	3.6	4.0	7.2	6.0
Classroom teacher (elementary)	54 5.9%	3.7	11.5	40.9	6.2	6.4	2.5	1.7	5.1	9.8	3.7	0.0	23.5	9.5	5.1	2.9	4.0	1.0	1.0	3.6	4.0	6.0	6.0
Classroom teacher (secondary)	52 5.7%	5.7	5.6	0.0	2.5	9.1	8.8	3.3	1.0	3.3	3.7	0.0	7.4	5.3	10.2	2.4	6.7	7.3	3.9	0.0	0.0	4.6	6.8
Other administrator	50 5.4%	4.9	6.7	4.5	8.6	4.6	5.4	7.4	5.1	6.6	7.4	8.3	1.5	7.4	7.0	7.1	5.3	4.2	7.8	0.0	4.0	4.9	7.5
University faculty	21 2.3%	1.9	3.2	4.5	3.7	2.3	2.5	2.5	2.0	1.6	0.0	0.0	4.4	2.1	1.9	1.8	1.3	3.1	2.9	3.6	0.0	2.5	2.3
Superintendent and Assistant Superintendent	19 2.1%	2.7	0.4	0.0	3.7	1.8	0.5	1.7	4.0	4.9	3.7	0.0	2.9	1.1	1.3	2.4	0.0	4.2	1.9	7.1	0.0	1.6	1.5
Teacher	19 2.1%	1.9	2.4	4.5	3.7	0.5	1.0	2.5	3.0	1.6	0.0	16.7	2.9	1.1	0.6	1.8	1.3	3.1	1.0	0.0	4.0	1.4	2.3
Teacher of emotionally disturbed	13 1.4%	1.0	2.4	0.0	2.5	0.0	1.5	0.0	1.0	3.3	11.1	8.3	0.0	1.1	0.6	1.8	2.7	1.0	1.9	0.0	8.0	1.8	0.8
Consultant in special education	11 1.2%	1.0	1.6	0.0	0.0	0.0	1.0	1.7	1.0	3.3	7.4	0.0	0.0	0.0	0.6	0.0	2.7	0.0	1.0	3.6	8.0	1.1	0.8
Other	142 15.4%	14.5	17.5	9.1	16.0	13.8	15.3	16.4	19.1	13.1	11.1	0.0	11.8	10.6	15.2	18.3	19.9	12.4	14.6	21.5	16.0	14.6	18.8
TOTALS D.N.A. 147 or 13.8%	919	667	252	22	81	219	204	121	99	61	27	12	68	95	157	170	75	96	103	28	25	568	133

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arded (21.8%) prior to becoming administrators.

About one in four of the administrators in the largest school districts were teachers of the mentally retarded. In the small districts, the primary entry route seemed to be either as a principal or a school psychologist. Local school districts seem to favor school psychologists

tion?

	Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
33.3	17.6	13.7	24.2	15.9	18.7	14.6	18.4	3.6	12.0	20.1	6.8	11.3	17.2	20.8	25.0	4.5	0.0	9.2	19.0	32.5	16.4	16.6	18.8	8.7	0.0
25.0	2.9	9.5	12.7	15.9	14.7	25.0	20.4	28.6	16.0	12.7	21.1	22.5	14.0	29.2	50.0	13.6	26.3	21.5	12.1	10.5	18.1	14.5	14.0	4.3	0.0
8.3	17.6	26.3	10.2	12.4	8.0	13.5	12.6	7.1	24.0	14.4	18.0	5.6	6.5	12.5	0.0	4.5	5.3	11.6	15.7	8.8	11.9	13.4	12.4	21.7	66.7
0.0	1.5	5.3	2.5	7.6	10.7	7.3	8.7	17.9	0.0	7.2	1.5	9.9	14.0	0.0	0.0	0.0	7.9	8.5	6.9	1.8	3.3	8.6	11.3	0.0	0.0
0.0	5.9	7.4	7.6	9.4	4.0	3.1	3.9	3.6	4.0	7.2	6.0	2.8	5.4	8.3	0.0	4.5	2.6	5.3	8.2	3.5	5.6	7.1	6.5	4.3	0.0
0.0	23.5	9.5	5.1	2.9	4.0	1.0	1.0	3.6	4.0	6.0	6.0	4.2	6.5	4.2	0.0	9.1	15.8	6.7	5.6	1.8	5.0	6.2	6.5	8.7	0.0
0.0	7.4	5.3	10.2	2.4	6.7	7.3	3.9	0.0	0.0	4.6	6.8	8.5	8.6	0.0	25.0	4.5	2.6	6.7	5.4	3.5	7.2	3.9	5.4	13.0	0.0
8.3	1.5	7.4	7.0	7.1	5.3	4.2	7.8	0.0	4.0	4.9	7.5	4.2	5.4	8.3	0.0	9.1	10.5	6.7	4.4	4.4	5.8	5.9	4.3	4.3	0.0
0.0	4.4	2.1	1.9	1.8	1.3	3.1	2.9	3.6	0.0	2.5	2.3	2.8	0.0	4.2	0.0	4.5	2.6	2.5	1.5	5.3	2.2	1.5	3.8	0.0	0.0
0.0	2.9	1.1	1.3	2.4	0.0	4.2	1.9	7.1	0.0	1.6	1.5	7.0	3.2	0.0	0.0	0.0	0.0	1.8	2.3	2.6	2.2	2.1	1.6	4.3	0.0
16.7	2.9	1.1	0.6	1.8	1.3	3.1	1.0	0.0	4.0	1.4	2.3	4.2	3.2	0.0	0.0	9.1	2.6	3.2	1.3	2.6	1.7	2.7	2.2	0.0	0.0
8.3	0.0	1.1	0.6	1.8	2.7	1.0	1.9	0.0	8.0	1.8	0.8	0.0	0.0	0.0	0.0	4.5	2.6	1.4	1.3	1.8	2.5	0.9	0.0	4.3	0.0
0.0	0.0	0.0	0.6	0.0	2.7	0.0	1.0	3.6	8.0	1.1	0.8	1.4	2.2	4.2	0.0	0.0	0.0	1.1	1.7	0.0	1.1	1.2	1.6	0.0	0.0
0.0	11.8	10.6	15.2	18.3	19.9	12.4	14.6	21.5	16.0	14.6	18.8	15.5	14.0	8.3	0.0	31.8	21.0	14.2	14.6	21.0	17.1	15.5	11.7	26.0	33.3
12	68	95	157	170	75	96	103	28	25	568	133	71	93	24	4	22	38	284	478	114	360	337	186	23	3

(20.1%) or principals (14.4%) as administrators as do county-wide districts (psychologists, 21.1% and principals, 18%). Educational cooperative units, county intermediate units, multi-county units and local school-university units tend to select teachers of the mentally retarded and school psychologists. Perhaps one reason school psychologists are chosen as administrators is their high level of training. One in three possesses a doctorate. The same logic would apply also to the categories; teacher of mentally retarded and principals. Another possible reason principals were appointed as administrators of special education is that they were on the job as a source from which to draw. Evidence for this notion is derived from the progressively declining percentage of the total that were principals.

Suggestions for further investigation:

Even though we do have data that indicates the sources from which special education administrators are drawn, it is not known why these particular persons emerge as administrators or what the rationale is for selecting them. The naturally diversive experiential background of special education administrators provide ideal research opportunities to study the effectiveness of administrators who enter administration via different routes. Such things as the relationship of the experiential route to success as an administrator, continuities

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and discontinuities of the role change or some other sub-role set may provide useful information.

What was your primary reason for becoming an administrator of special education? (Question 31)

What motivates people to select certain positions has been a central concern in all facets of education. When one considers the problem of recruitment in highly specialized education programs, it becomes paramount.

Well over half of the respondents indicated that they had become administrators either because they considered administration especially important or they had been encouraged by others (55.4%). The third most frequent reason given was a preference for administration and supervision to classroom teaching. Unlike principals,* few indicated a desire for a larger income (5.6%) as motivating their choice.

There seems to be little difference when we analyze the subgroups (dependent variables) for those who considered administration as especially important. However, proportionately more women than men (32.5% compared to 19.2%) were urged by others to become administrators and those women in the larger districts and programs were more often encouraged than women in the smaller districts and programs. Multi-county and

Table 7. What was your primary reason for becoming an administrator of special education?

Reason	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Di
Preferred administration and supervision to classroom instruction.	135 13.5%	15.9	7.2	23.8	13.8	14.4	14.4	13.0	12.1	6.3	10.3	15.4	9.9	10.1	19.3	13.1	20.9	11.4	6.4	6.9	14.3	13.9	10.0
Needed a larger income	56 5.6%	7.3	1.1	0.0	2.3	5.8	4.4	8.0	7.5	3.2	10.3	0.0	2.8	1.8	7.0	7.3	3.5	9.5	2.7	6.9	3.6	4.3	6.7
Consider administration as especially important in education.	327 32.6%	34.6	27.4	42.9	25.3	32.1	31.0	40.6	26.2	39.7	41.4	15.4	35.2	36.7	26.9	34.6	23.3	38.1	38.2	41.4	25.0	34.5	25.3
Encouraged by others.	229 22.8%	19.2	32.5	14.3	13.8	21.0	27.5	19.6	27.1	30.2	20.7	38.5	19.7	17.4	21.1	22.5	27.9	21.0	25.5	31.0	32.1	22.0	30.7
Offered position by superintendent.	35 3.5%	2.5	6.1	0.0	4.6	4.1	3.9	2.2	1.9	6.3	3.4	7.7	5.6	3.7	3.5	1.0	3.5	1.9	4.5	0.0	14.3	4.0	3.3
High personal interest	39 3.9%	4.4	2.2	0.0	4.6	2.1	5.2	4.3	3.7	4.8	0.0	0.0	4.2	2.8	2.3	3.1	4.7	8.6	4.5	3.4	0.0	3.8	2.0
Personal challenge	19 1.9%	1.9	1.8	0.0	2.3	0.8	1.7	1.4	4.7	0.0	3.4	7.7	0.0	0.9	1.2	2.1	4.7	0.0	3.6	0.0	3.6	1.5	2.7
Program needed coordination	29 2.9%	2.2	4.7	4.8	4.6	1.6	3.1	2.2	3.7	4.8	3.4	0.0	2.8	1.8	1.8	5.2	3.5	1.0	2.7	10.3	0.0	2.5	4.0
Part of general administrative responsibilities	49 4.9%	4.8	5.1	9.5	12.6	9.5	3.1	1.4	1.9	0.0	0.0	7.7	8.5	11.0	9.9	4.2	2.3	0.0	0.0	0.0	3.6	5.6	3.3
Other	85 8.5%	7.2	11.9	4.8	16.1	8.6	5.6	7.2	11.3	4.8	6.8	7.7	11.3	13.7	7.0	6.7	5.9	8.6	11.8	0.0	3.6	7.9	12.0
TOTALS D.N.A. 63 or 5.9%	1003	725	277	21	87	243	229	138	107	63	29	13	71	109	171	191	86	105	110	29	28	605	150

county-wide systems seemed to encourage women more than did the others.

Suggestions for further investigation:

Unfortunately, a larger range of reasons were not included as responses to this question. For instance, it is quite likely that some people enter administration for the status or prestige derived, others to escape the routine of the classroom, still others to seek the power

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		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
.3	15.4	9.9	10.1	19.3	13.1	20.9	11.4	6.4	6.9	14.3	13.9	10.0	12.0	12.5	26.7	0.0	20.7	4.2	14.2	13.7	14.7	13.6	12.2	13.8	22.2	20.0
.3	0.0	2.8	1.8	7.0	7.3	3.5	9.5	2.7	6.9	3.6	4.3	6.7	14.7	5.8	0.0	20.0	3.4	2.1	4.6	6.8	3.9	4.0	5.2	9.2	7.4	0.0
.4	15.4	35.2	36.7	26.9	34.6	23.3	38.1	38.2	41.4	25.0	34.5	25.3	38.7	30.8	26.7	60.0	17.2	29.2	30.0	35.6	27.9	35.0	35.6	24.1	25.9	20.0
.7	38.5	19.7	17.4	21.1	22.5	27.9	21.0	25.5	31.0	32.1	22.0	30.7	12.0	18.3	36.7	0.0	34.5	41.7	23.8	22.1	17.8	23.7	20.1	27.2	18.5	20.0
.4	7.7	5.6	3.7	3.5	1.0	3.5	1.9	4.5	0.0	14.3	4.0	3.3	1.3	3.8	0.0	0.0	3.4	2.1	5.6	2.5	3.1	2.0	5.2	2.6	3.7	40.0
.0	0.0	4.2	2.8	2.3	3.1	4.7	8.6	4.5	3.4	0.0	3.8	2.0	4.0	6.7	3.3	0.0	6.9	8.3	3.3	2.5	9.3	5.0	4.1	1.5	0.0	0.0
.4	7.7	0.0	0.9	1.2	2.1	4.7	0.0	3.6	0.0	3.6	1.5	2.7	1.3	3.8	3.3	0.0	0.0	6.3	1.0	2.1	1.6	1.5	2.2	2.1	3.7	0.0
.4	0.0	2.8	1.8	1.8	5.2	3.5	1.0	2.7	10.3	0.0	2.5	4.0	4.0	2.9	0.0	20.0	3.4	2.1	4.0	1.9	3.9	3.5	1.9	3.1	7.4	0.0
.0	7.7	8.5	11.0	9.9	4.2	2.3	0.0	0.0	0.0	3.6	5.6	3.3	5.3	4.8	0.0	0.0	3.4	2.1	3.3	5.2	8.5	3.8	6.3	5.1	0.0	0.0
.8	7.7	11.3	13.7	7.0	6.7	5.9	8.6	11.8	0.0	3.6	7.9	12.0	6.6	10.6	3.3	0.0	6.8	2.1	10.3	7.6	9.3	7.8	7.3	11.3	11.1	0.0
29	13	71	109	171	191	86	105	110	29	28	605	150	75	104	30	5	29	48	303	517	129	397	368	195	27	5

han did the others.

ot included as
te likely that some
ge derived, others
to seek the power

and authority they perceive inherent in administration. On the other hand, it is possible they were seeking an expansion of their personal horizons. What motivates people to seek a leadership position in special education is essential information for an emergent profession. Especially helpful would be studies that get at the value structure, motivation or psychological needs that attract administrators.

Suppose you were starting all over again, would you become a special education administrator? (Question 32)

Job satisfaction has often been used as an indication of group morale. Indeed such questions have been asked of most others in education in numerous studies. The central question is usually phrased, "If you were starting over again would you make the same choice?" In answering a similar question, 78% of teachers in a 1966* study answered affirmatively, 80% of elementary principals in a 1968* study answered yes, 70% of superintendents in a 1970* study said they would and in this study 74% answered the question in that direction. Only 1.6% said they certainly would not, and 6.5% said they probably would not. Eighteen

Table 8. Suppose you were starting all over again, would you become a special education administrator?

Response	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	Cou
Certainly would	475 45.4%	46.3	42.9	52.2	37.1	36.8	45.6	47.1	55.0	61.8	60.0	38.5	48.0	30.7	34.3	50.8	45.5	54.6	56.4	50.0	58.6	44.0	41
Probably would	293 28.5%	28.6	28.2	21.7	29.2	30.8	30.8	27.9	27.0	22.1	23.3	30.8	20.0	31.6	34.3	25.4	27.3	25.0	28.2	23.3	27.6	27.9	28
Chances about even for and against	188 18.0%	17.8	18.5	21.7	24.7	19.0	16.9	16.4	13.5	13.2	13.3	23.1	21.3	20.2	22.5	16.8	19.3	14.8	11.1	23.3	6.9	19.1	20
Probably would not	68 6.5%	5.5	9.1	0.0	2.2	11.9	5.1	8.6	4.5	1.5	0.0	7.7	6.7	11.4	7.9	6.6	6.8	4.6	4.3	0.0	3.4	7.2	9
Certainly would not	17 1.6%	1.7	1.4	4.3	6.7	1.6	1.7	0.0	0.0	1.5	3.3	0.0	4.0	6.1	1.1	0.5	1.1	0.9	0.0	3.3	3.4	1.7	0
TOTALS D.N.A. 20 or 1.9%	1046	758	287	23	89	253	237	140	111	68	30	13	75	114	178	197	88	108	117	30	29	638	1

percent of the resp

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dication of group most others in educa- usually phrased, "If me choice?" In answer-

percent of the respondents were uncertain.

This would seem to indicate a rather high general morale for the entire group of respondents. There did not appear to be large differences in comparing the sub-group "sex." Size of district and program did not seem to matter to any extent, although there was a slight tendency for those in larger districts and programs to be more satisfied.

strator?

		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	**Bachelor**	**Master**	**Master + 1**	**Doctor**	1-3	4-9	10-19	20-29	30-39
	60.0	38.5	48.0	30.7	34.3	50.8	45.5	54.6	56.4	50.0	58.6	44.0	41.6	60.3	43.8	51.6	40.0	58.6	70.8	46.4	44.1	40.3	47.1	45.7	40.7	50.0	80.0
	23.3	30.8	20.0	31.6	34.3	25.4	27.3	25.0	28.2	23.3	27.6	27.9	28.6	21.8	35.2	35.5	40.0	20.7	18.8	27.8	30.0	27.6	25.5	29.6	33.7	21.4	0.0
	13.3	23.1	21.3	20.2	22.5	16.8	19.3	14.8	11.1	23.3	6.9	19.1	20.1	12.8	17.1	6.5	20.0	13.8	6.3	18.0	18.5	20.1	19.2	16.9	18.1	21.4	0.0
	0.0	7.7	6.7	11.4	7.9	6.6	6.8	4.6	4.3	0.0	3.4	7.2	9.1	5.1	1.9	0.0	0.0	3.4	4.2	5.4	6.5	9.0	6.3	6.2	6.5	7.1	0.0
	3.3	0.0	4.0	6.1	1.1	0.5	1.1	0.9	0.0	3.3	3.4	1.7	0.6	0.0	1.9	6.5	0.0	3.4	0.0	2.5	0.9	3.0	1.9	1.6	1.0	0.0	20.0
	30	13	75	114	178	197	88	108	117	30	29	638	154	78	105	31	5	29	48	317	540	134	416	385	199	28	5

study answered affirm- study answered yes, would and in this study 1.6% said they cer- ld not. Eighteen

Who the employer was did not seem to make much difference.

Those with higher levels of education seemed to be somewhat less certain they would make the same career choice again. Years of experience as special education administrator did not seem to differentiate between the subgroups.

Suggestions for further investigation:

A better question might have been, "What in your career as a special education administrator has given you the greatest satisfaction--the least satisfaction, etc.?" This type of question would come closer to obtaining reasons for high and low morale in administration than the type of question which was asked. Follow-up studies of those who would not become administrators again might be revealing.

Do you consider speci

tional goal? (Questi

Half of those wh
consider that positio
women (60.5%) more so

Those in smaller
than did those in lar

Table 9. Do you consider special education administration as your final educational goal?

Answer	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wid School
Yes	506 51.5%	48.2	60.5	47.6	43.9	40.5	53.0	53.1	62.3	67.2	69.0	60.0	40.0	33.6	43.5	50.8	57.6	56.6	61.7	78.6	64.0	51.0	54.1
No	476 48.5%	51.8	39.5	52.4	56.1	59.5	47.0	46.9	37.7	32.8	31.0	40.0	60.0	66.4	56.5	49.2	42.4	43.4	38.3	21.4	36.0	49.0	45.9
TOTALS D.N.A. 84 or 7.9%	982	716	266	21	82	247	219	130	106	64	29	10	70	107	168	183	85	99	115	28	25	598	148
If not, what position would you like most to hold?																							
Superintendent of schools	146 37.2%	41.1	19.7	71.4	40.0	44.2	38.2	33.3	22.9	15.8	42.9	50.0	57.1	40.0	38.6	33.3	34.5	33.3	34.3	12.5	45.5	39.1	41.2
Special Education, State Department of Education	52 13.3%	13.4	12.7	0.0	14.3	11.5	15.7	10.5	17.1	15.8	14.3	0.0	7.1	12.0	12.9	17.3	13.8	9.5	2.9	37.5	0.0	11.6	9.8
Special education, professional organization	7 1.8%	1.6	2.8	0.0	2.9	1.0	0.0	3.5	0.0	5.3	0.0	0.0	0.0	2.0	2.9	1.2	0.0	2.4	0.0	0.0	9.1	1.7	2.0
Special education, federal office	14 3.6%	3.4	4.2	0.0	0.0	4.8	1.1	3.5	5.7	5.3	0.0	0.0	7.1	2.0	4.3	3.7	0.0	2.4	2.9	12.5	0.0	4.3	0.0
Special education, college or university	173 44.1%	40.5	60.6	28.6	42.9	38.5	44.9	49.1	54.3	57.9	42.9	50.0	28.6	44.0	41.4	44.4	51.7	52.4	60.0	37.5	45.5	43.3	47.1
TOTALS D.N.A. 84 or 17.6%	392	321	71	7	35	104	89	57	35	19	7	4	28	50	70	81	29	42	35	8	11	233	51

career as a special
tisfaction--the
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of those who would

Do you consider special education administration as your final educational goal? (Question 38)

Half of those who are currently administrators of special education consider that position as their final educational goal. This is true of women (60.5%) more so than men (48.2%).

Those in smaller systems seemed generally to be more career mobile than did those in large districts. Those with doctorates were much less

		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
00-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
.0	60.0	40.0	33.6	43.5	50.8	57.6	56.6	61.7	78.6	64.0	51.0	54.1	45.9	47.9	69.0	75.0	60.7	59.1	51.7	54.5	35.4	41.0	51.8	65.8	80.8	100.0
.0	40.0	60.0	66.4	56.5	49.2	42.4	43.4	38.3	21.4	36.0	49.0	45.9	54.1	52.1	31.0	25.0	39.3	40.9	48.3	45.5	64.6	59.0	48.2	34.2	19.2	0.0
29	10	70	107	168	183	85	99	115	28	25	598	148	74	96	29	4	28	44	294	510	127	388	355	193	26	4
.9	50.0	57.1	40.0	38.6	33.3	34.5	33.3	34.3	12.5	45.5	39.1	41.2	18.9	40.0	25.0	0.0	50.0	22.2	29.7	43.7	34.9	33.2	40.9	44.0	50.0	100.0
.3	0.0	7.1	12.0	12.9	17.3	13.8	9.5	2.9	37.5	0.0	11.6	9.8	24.3	14.0	25.0	50.0	12.5	22.2	18.0	11.6	7.9	14.3	13.1	6.0	25.0	0.0
.0	0.0	0.0	2.0	2.9	1.2	0.0	2.4	0.0	0.0	9.1	1.7	2.0	2.7	0.0	0.0	0.0	12.5	5.6	0.0	3.0	0.0	2.0	1.5	2.0	0.0	0.0
.0	0.0	7.1	2.0	4.3	3.7	0.0	2.4	2.9	12.5	0.0	4.3	0.0	2.7	4.0	0.0	0.0	12.5	16.7	7.2	1.0	1.6	5.1	2.2	2.0	0.0	0.0
.9	50.0	28.6	44.0	41.4	44.4	51.7	52.4	60.0	37.5	45.5	43.3	47.1	51.4	42.0	50.0	50.0	12.5	33.3	45.0	40.7	55.6	45.4	42.3	46.0	25.0	0.0
7	4	28	50	70	81	29	42	35	8	11	233	51	37	50	8	2	8	18	111	199	63	196	137	50	4	1

apt to believe special education administration was a final career goal than were others.

The greater the number of years of experience as a special education administrator, the more likely the respondent was to consider his position a final career goal.

Of those who did not consider special education administration their final goal, 44.1% replied that they would like a position in special education at a college or university. Women were more likely to choose this as a next career step than were men (60.6% compared to 40.5%). Also, those respondents in larger systems and those with higher educational degrees did likewise.

Men were more apt to aspire to become superintendents than were women (41.1% to 19.7%), especially those in smaller systems or programs. Equal percentages of men and women were interested in special education at the State Department of Education (13.3% men, 12.7% women) but few were interested in careers in professional organizations or in federal offices.

Suggestions for further study:

In this question, as in some others, it would appear that the A.D.M. categories beyond 100,000 are dysfunctional as a unit of analysis as are the categories of experience beyond 30 years because there are

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12.7% women) but few

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so few respondents in those categories. It may be more fruitful to analyze those in the "great cities" in a special study. Throughout the data tables, respondents in those categories often tend to be somewhat "different." This question, combined with several others, indicate the need for some type of special education administration "manpower" study.

CHAPTER III

ADMINISTRATIVE EXPERIENCE AND PREPARATION

Chapter Two dealt with certain aspects of the administrator's of special educ
more extensively into the preparation he has had for the position and his years of

Here we attempt to find out not only what he has experienced, but also his o
feels are most valuable for those training to become administrators of special ed

Both undergraduate and graduate areas of study are considered as well as the
tional methods.

Counting the present school year, what is the total number of years of experience you have had in teaching, supervision, administration, and related educational work? (Question 33)

Administrators of special education tend to be an experienced group in education, the median years of experience being slightly over 18. The greatest percentage grouping (45.8%) have had between 10-19 years of experience in education. Only 15.5% have had less than ten years, while 38.8% have had 20 or more years of education experience. Women administrators tend to have more years of experience than men;

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CHAPTER III

ADMINISTRATIVE EXPERIENCE AND PREPARATION

aspects of the administrator's of special education background. This chapter delves
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raining to become administrators of special education.
e areas of study are considered as well as the effectiveness of the various instruc-

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perience than men;

nearly twice the percentage of women than men have 30-39 years of experience. Smaller school districts and those districts with smaller enrollments in the special education program seem to have a higher proportion of experienced persons than do the larger units and programs.

When viewing the data by type of employer, it is interesting to note that the newer types of organizational arrangements (i.e. educational cooperatives and multi-county intermediate units) employ younger administrators than do the others. Conversely, the county-wide districts and county intermediate units employ the largest percentage of experienced administrators.

Table 10. Counting the present school year, what is the total number of years of experience you have had in teaching, supervision, administration and related educational work?

Years	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education											
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist	Edu
Less than 9	162 15.5%	16.5	12.7	9.1	17.0	14.8	20.9	14.3	13.5	10.4	6.7	7.7	14.7	21.2	15.4	17.7	15.6	16.8	11.0	10.0	6.7	13.6	14.6	24
10-19	479 45.8%	49.1	36.7	50.0	36.4	44.5	47.3	48.6	48.6	43.3	53.3	15.4	30.7	42.5	49.1	48.0	45.6	45.8	52.5	43.3	36.7	45.5	39.5	58
20-29	247 23.6%	23.1	25.1	22.7	26.1	23.8	19.7	26.4	27.9	23.9	20.0	69.2	30.7	21.2	20.6	23.2	25.6	25.2	23.7	30.0	33.3	25.5	23.6	12
30-39	125 12.0%	9.7	18.0	18.2	13.6	12.9	9.2	10.0	9.0	17.9	16.7	7.7	16.0	11.5	12.6	9.6	8.9	12.1	11.0	10.0	20.0	12.2	17.2	5
40 or more	33 3.2%	1.6	7.4	0.0	6.8	3.9	2.9	0.7	0.9	4.5	3.3	0.0	8.0	3.5	2.3	1.5	4.4	0.0	1.7	6.7	3.3	3.2	5.1	0
TOTALS D.N.A. 20 or 1.9%	1046	762	283	22	88	257	239	140	111	67	30	13	75	113	175	198	90	107	118	30	30	631	157	

Suggestions for further investigation:

Although the mean years of experience in teaching, supervision, administration and related educational work is high (18.1), the mean years of experience as an administrator is much lower (6.2). This indicates nearly 12 years of experience precedes the first administrative position. Of interest would be studies concerning the influence of pre-administration experiences on career decisions, mobility, stability, administrative performance, etc.

How many years of teachi
areas? (Question 34)

Administrative beh
values, belief systems
From the data presented
istrators of special ed
regular classroom teach
vision or administratio

About 15% have had
similar percentage have
13% have had elementary

had in teaching, supervision, administration and related educational work?

		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
0-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
7	7.7	14.7	21.2	15.4	17.7	15.6	16.8	11.0	10.0	6.7	13.6	14.6	24.1	15.0	25.8	20.0	23.3	37.5	21.0	11.6	10.4	31.4	7.4	1.0	0.0	0.0
3	15.4	30.7	42.5	49.1	48.0	45.6	45.8	52.5	43.3	36.7	45.5	39.5	58.2	45.8	51.6	80.0	36.7	31.3	48.3	45.3	47.0	48.2	54.1	32.5	3.7	0.0
0	69.2	30.7	21.2	20.6	23.2	25.6	25.2	23.7	30.0	33.3	25.5	23.6	12.7	25.2	12.9	0.0	26.7	20.8	16.5	26.9	28.4	13.8	26.6	40.4	18.5	0.0
7	7.7	16.0	11.5	12.6	9.6	8.9	12.1	11.0	10.0	20.0	12.2	17.2	5.1	12.1	6.5	0.0	6.7	6.3	10.5	13.3	11.9	4.3	10.8	21.7	55.6	60.0
3	0.0	8.0	3.5	2.3	1.5	4.4	0.0	1.7	6.7	3.3	3.2	5.1	0.0	1.9	3.2	0.0	6.7	4.2	3.8	2.9	2.2	2.4	1.1	4.4	22.2	40.0
30	13	75	113	175	198	90	107	118	30	30	631	157	79	107	31	5	30	48	315	543	134	421	379	203	27	5

g, supervision,
18.1), the mean
(6.2). This
first administrative
e influence of pre-
ity, stability,

How many years of teaching experience have you had in the following areas? (Question 34)

Administrative behavior does not occur in a vacuum. Perceptions, values, belief systems and actions are all conditioned by experience. From the data presented in Table 11, it would appear that for many administrators of special education the career ladder had at least three steps: regular classroom teacher, therapy or special education teacher and supervision or administration.

About 15% have had special educator or therapy experience only, a similar percentage have had secondary teaching experience only, and almost 13% have had elementary teaching experience only.

Table 11. How many years of teaching experience have you had in the following areas?*

Number	Type of Experience	Mean Years Experience
554	Elementary teaching experience	6.78
504	Secondary teaching experience	5.77
482	Therapy and special education teaching experience	6.29
91	College teaching experience	3.53
25	Part time college teaching	5.24

N=1038

*The reader should bear in mind that multiple answers were possible.

A summary of combinations of experience reported:

134	Elementary teaching experience only
159	Secondary teaching experience only
163	Special education and therapy experience
12	College teaching experience

168	Both elementary and secondary teaching experience
140	Elementary, secondary, special education & therapy experience
12	Elementary, secondary and college teaching experience

53	Secondary and special education & therapy experience
23	Secondary and college teaching experience

21	College, special education and therapy experience

Thirteen perc
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Suggestions for fu

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	Mean Years Experience
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	3.53
	5.24

wers were possible.

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Thirteen percent had all three: elementary teacher, secondary teacher and special education or therapy experience. Few had college teaching experience only, but over 11% had some college teaching experience either prior to or after becoming an administrator.

Suggestions for further investigation:

Although this question directs attention to the types of teaching experience administrators of special education generally have had, it fails to obtain information about the effects those experiences might have had on him. Future research might look at the experiential effect on administrative decision-making, supervision, program planning, evaluation, organization and administrative or any number of attitudes or behaviors.

Counting the present year, how many years have you been a special education administrator? (Question 35)

The degree to which special education has developed a "program" emphasis in education is apparent by the number of professionals who spend at least 50% of their time directing more than two disability categories. Over 40% of the directors have been special education administrators for only 1 to 3 years, and an additional 37.1% for only 4 to 9 years. The mean years of administrative experience was 6.2.

This would seem to indicate that over three fourths of the "programs" are less than a decade old and reinforces the evidence presented in other studies of the strong influence federal funding has had on promoting special education "programs."

Table 12. Counting the present year, how many years have you been a special education administrator?

Years	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Edufcation								
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+
1-3	422 40.3%	40.9	38.9	36.4	43.3	40.1	48.5	40.7	37.8	27.9	19.4	7.7	49.3	44.7	42.0	49.2	44.9	39.4	30.2	9.7	26.7
4-9	388 37.1%	37.1	36.8	40.9	36.7	41.3	30.4	35.0	42.3	36.8	41.9	23.1	31.5	42.1	39.2	33.5	33.7	33.0	44.8	51.6	16.7
10-19	204 19.5%	19.4	19.6	18.2	16.7	17.1	19.4	22.1	17.1	22.1	29.0	61.5	17.8	10.5	17.0	15.7	16.9	24.8	22.4	22.6	46.7
20-29	28 2.7%	2.4	3.5	4.5	3.3	1.6	0.8	0.7	2.7	11.8	9.7	7.7	1.4	2.6	1.7	1.0	2.2	2.8	1.7	12.9	10.0
30-39	5 0.5%	0.3	1.1	0.0	0.0	0.0	0.8	1.4	0.0	1.5	0.0	0.0	0.0	0.0	0.0	0.5	2.2	0.0	0.9	3.2	0.0
TOTALS D.N.A. 19 or 1.8%	1047	761	285	22	90	252	237	140	111	68	31	13	73	114	176	197	89	109	116	31	30

This table seems to refute the speculation evident by data presented in other tables that women administrators have been subjected to employment biases, although the reader should bear in mind it shows only one facet of the employment pattern.

As stated before, those administrators that have the most experience in special education administration tend to be employed by the larger districts and in the largest programs. Although it is not clearly

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Suggestions for further

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revealed in the data of the study, this is more likely to be a function of the larger districts being in a better position to apply for federal aid sooner than the smaller ones. Other factors tend also to be operant here, such as highest degree attained, that is, the finding that the higher the degree attained, the longer the respondent has been a special education administrator.

ministrator?

rship				Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained			
9,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor
	27.9	19.4	7.7	49.3	44.7	42.0	49.2	44.9	39.4	30.2	9.7	26.7	37.1	45.5	62.0	30.6	54.8	60.0	40.0	62.5	49.4	35.9	28.4
	36.8	41.9	23.1	31.5	42.1	39.2	33.5	33.7	33.0	44.8	51.6	16.7	39.1	30.5	26.6	42.6	38.7	40.0	36.7	29.2	34.2	39.4	38.1
	22.1	29.0	61.5	17.8	10.5	17.0	15.7	16.9	24.8	22.4	22.6	46.7	20.5	19.5	11.4	23.1	6.5	0.0	20.0	8.3	13.9	21.4	28.4
	11.8	9.7	7.7	1.4	2.6	1.7	1.0	2.2	2.8	1.7	12.9	10.0	2.7	3.9	0.0	3.7	0.0	0.0	3.3	0.0	1.6	2.9	5.2
	1.5	0.0	0.0	0.0	0.0	0.0	0.5	2.2	0.0	0.9	3.2	0.0	0.6	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.9	0.4	0.0
	68	31	13	73	114	176	197	89	109	116	31	30	634	154	79	108	31	5	30	48	316	543	134

Suggestions for further investigation:

It would be helpful if more were known about the effect of years of "administrative service" on administrative behavior, value systems, liberal-conservatism, dogmatism, authoritarianism, etc.

Table 13.

Counting the present year, how many years have you been in your present position as a special education administrator?

Years of Experience	Checked By Respondent	
	No.	%
1-3	539	51.4
4-9	343	32.7
10-19	147	14.0
20-29	15	1.4
30-39	5	0.5
Did not answer	17	1.7

Counting the present year, how many years have you been in your present position as a special education administrator? (Question 36)

Over half of the respondents had been in their present position for only one to three years. This may reflect the recency of the program rather than a high turn-over rate. Only 17% of the sample have been in their present position for ten or more years. The mean number of years administrators have been in their present position was 5.2 years. If their mean years of administrative experience was 6.2 years and the mean years of experience in their present position was 5.2 years, it is obvious that special education administrators do not move around much. This observation is substantiated by the data in the next table, which indicates that the total number of administrative positions held have been 1.3 positions.

Suggestions for fu

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Checked By Respondent	
No.	%
539	51.4
343	32.7
147	14.0
15	1.4
5	0.5
17	1.7

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Question 36)

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position was 5.2
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Suggestions for further investigation:

The length of time that an administrator should stay in the same position has long been debated. There is little research to support taking a position for either long or short tenure. It would seem that there are a multiplicity of factors operant within this type of question; a good study would try to factor some of them out.

Counting your present position as one, in how many different education systems have you been a special education administrator? (Question 37)

As might be expected, the turn-over rate of special education administrators is very low. Nearly four in five administrators of special education have served as administrator in only the school system in which they were currently employed. An additional 17% had served in only one other system. Again it must be born in mind that the findings must be influenced by the recency of program developments in special education.

As a group, women tend to be slightly less mobile than men, but since most women administrators are married, family considerations are apt to account for the small difference in the findings.

Administrators in the larger districts and programs tend to have moved more often than those in small districts and programs, but it is not clear from the data how that pattern of movement took place. Similarly, those with the highest degrees seem to be most mobile. Probably both of these factors are accounted for by the greater numbers of opportunities to move which are presented to those two groups.

Table 14. Counting your present position as one, in how many different education systems have you been a special education administrator?

Number of Positions	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education											
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dis	Edu
1	824 77.3%	74.8	84.0	87.0	73.9	81.8	77.5	74.3	74.6	73.6	70.9	76.9	81.8	80.0	80.9	78.0	71.4	80.9	72.7	61.3	66.7	78.7	84.1	6
2	181 17.0%	18.5	12.6	13.0	22.8	13.2	17.1	20.1	19.3	19.1	12.9	15.4	15.6	13.9	15.7	17.0	19.8	12.7	22.3	25.8	20.0	17.0	13.3	2
3	42 3.9%	4.7	2.0	0.0	2.2	3.5	3.3	4.2	6.1	0.0	12.9	7.7	1.3	6.1	1.1	2.5	8.8	5.5	3.3	3.2	13.3	3.1	0.6	
4	13 1.2%	1.4	0.7	0.0	0.0	1.6	1.7	0.0	0.0	5.9	0.0	0.0	1.3	0.0	1.7	1.5	0.0	0.9	1.7	3.2	0.0	0.9	0.6	
5 or more	6 0.6%	0.5	0.7	0.0	1.1	0.0	0.4	1.4	0.0	1.5	3.2	0.0	0.C	0.0	0.6	1.0	0.1	0.0	0.0	6.5	0.0	0.3	1.3	
TOTALS D.N.A. 0 or 0.0%	1066	771	294	23	92	258	240	144	114	68	31	13	77	115	178	200	90	110	121	31	30	648	158	

Suggestions for further investigation:

There have been no longitudinal studies to date concerning special education administrators' mobility pattern. We know very little about what motivates them to change employment, who moves up, or how they move or what factors are utilized in determining the successful candidate for the position, etc. Furthermore, no one has done a longitudinal study which looks at socialization patterns of administrators of special education. It is contende
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		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
.9	76.9	81.8	80.0	80.9	78.0	71.4	80.9	72.7	61.3	66.7	78.7	84.1	68.4	72.4	67.7	20.0	76.7	82.0	86.0	75.6	62.1	89.8	71.9	62.3	64.3	80.0
.9	15.4	15.6	13.9	15.7	17.0	19.8	12.7	22.3	25.8	20.0	17.0	13.3	24.1	15.6	19.4	40.0	10.0	14.0	9.3	18.5	29.2	8.1	22.7	26.5	7.1	20.0
.9	7.7	1.3	6.1	1.1	2.5	8.8	5.5	3.3	3.2	13.3	3.1	0.6	5.1	7.3	12.9	20.0	13.3	2.0	3.4	4.2	5.1	0.9	4.4	8.3	14.3	0.0
.0	0.0	1.3	0.0	1.7	1.5	0.0	0.9	1.7	3.2	0.0	0.9	0.6	1.3	3.7	0.0	20.0	0.0	2.0	1.2	1.1	1.5	0.7	0.5	2.9	7.1	0.0
.2	0.0	0.0	0.0	0.6	1.0	0.1	0.0	0.0	6.5	0.0	0.3	1.3	1.3	0.9	0.0	0.0	0.0	0.0	0.0	0.5	2.2	0.5	0.5	0.0	7.1	0.0
31	13	77	115	178	200	90	110	121	31	30	648	158	79	109	31	5	30	50	322	550	137	422	388	204	28	5

concerning special
very little about
up, or how they move
cessful candidate for
longitudinal study
tors of special edu-

cation. It is contended by some that there has been so much room for upward mobility within systems in the field of special education during the past decade, that there is little need to move out to move up; however, there is no data to support that notion. Another study that would be of interest would be a study contrasting the characteristics of those who have moved a great deal and those who have been very stable.

What is your highest degree? (Question 17)

Taken as a group, the administrators of special education seem to have a slightly higher amount of advanced training than other administrators in education; however, it is not clear how much of that training relates directly to administration, how much to special education, or how much of it is general education. Data elsewhere in the report leads one to conclude that the special education administrator's training was generally preceded by extensive preparation in a special field.

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in the smaller systems

Table 15, What is your highest degree?

Degree	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education								
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+
Bachelor's degree	50 4.7%	4.2	6.2	4.3	12.1	3.1	3.8	4.2	2.7	4.4	3.2	0.0	11.7	7.9	2.2	5.1	4.4	1.8	4.2	3.2	0.0
Master's degree	322 30.4%	27.1	39.3	47.8	28.6	34.1	34.6	26.4	27.4	13.2	32.3	23.1	27.3	36.8	33.1	32.3	30.8	28.2	25.8	19.4	16.7
Master's degree plus 1 year advanced study	550 51.9%	54.8	44.5	43.5	48.4	52.7	51.5	48.6	61.1	55.9	48.4	30.8	55.8	48.2	50.6	54.5	51.6	51.8	52.5	61.3	50.0
Doctor's degree	137 12.9%	13.9	10.0	4.3	11.0	10.1	10.1	20.8	8.8	26.5	16.1	46.2	5.2	7.0	14.0	8.1	13.2	18.2	17.5	16.1	33.3
TOTALS D.N.A. 7 or 0.7%	1059	768	290	23	91	258	237	144	113	68	31	13	77	114	178	198	91	110	120	31	30

A higher percentage of men than women have taken work beyond the master's degree. In the category, "Master's Degree Plus One Year Advanced Study," 54.8% of the men responded compared to 44.5% of the women, and 13.9% of the men hold the doctorate compared to 10% of the women. Table 15-A compares the latest data on "Highest Degree Attained" obtainable from other national studies of administrative positions in

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education. The reader should use caution when interpreting the comparisons in view of the difference in the dates that the information was collected.

As might be predicted, those who had the least training were found in the smaller systems and the smaller programs, and those with the highest

ership				Total Average Daily Membership - Special Education									Employed By							Years of Experience As A Special Education Administrator				
-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	1-3	4-9	10-19	20-29	30-39
.7	4.4	3.2	0.0	11.7	7.9	2.2	5.1	4.4	1.8	4.2	3.2	0.0	4.3	2.5	2.5	7.4	9.7	0.0	13.3	7.2	3.6	2.0	0.0	0.0
.4	13.2	32.3	23.1	27.3	36.8	33.1	32.3	30.8	28.2	25.8	19.4	16.7	29.2	33.1	34.2	32.4	29.0	25.0	33.3	37.2	27.9	21.8	17.9	60.0
.1	55.9	48.4	30.8	55.8	48.2	50.6	54.5	51.6	51.8	52.5	61.3	50.0	52.8	54.8	50.6	47.2	51.6	50.0	40.0	46.5	55.3	57.4	57.1	40.0
.8	26.5	16.1	46.2	5.2	7.0	14.0	8.1	13.2	18.2	17.5	16.1	33.3	13.7	9.6	12.7	13.0	9.7	25.0	13.3	9.1	13.2	18.8	25.0	0.0
13	68	31	13	77	114	178	198	91	110	120	31	30	644	157	79	108	31	4	30	419	387	202	28	5

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ive positions in

degree were found to be in the larger systems and programs.

Suggestions for further investigation:

A number of interesting studies are suggested by the data in this question, including one that looks at the major fields of those in different degree categories, the type of specializations from which new administrators come, and in-depth comparison to other types of administrators.

Table 15-A.

Comparison of Highest Degree Attained
As Reported in Five National Educational Surveys
From 1965 to 1970

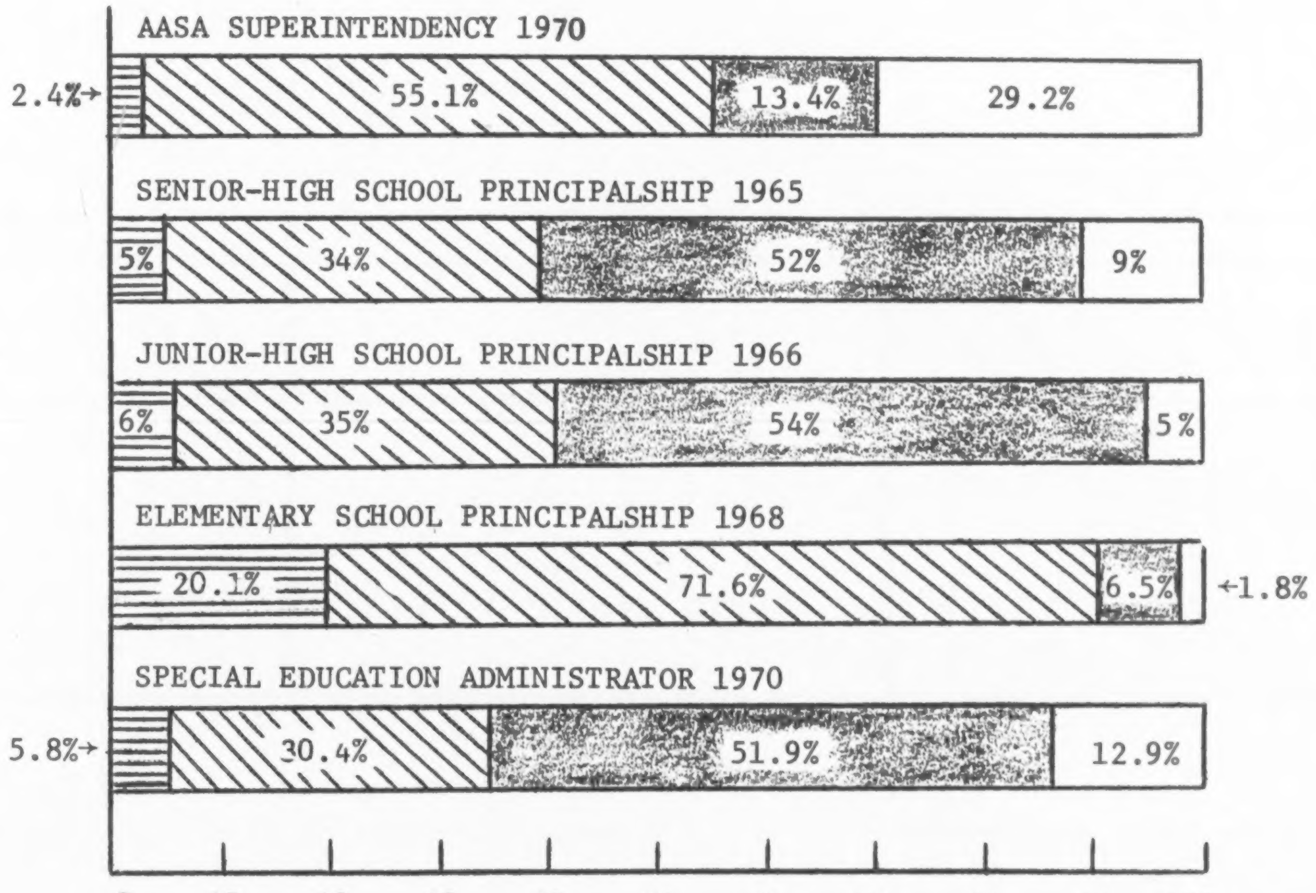

Table 16.

What was your undergraduate major and minor? What was your graduate major and minor?

Areas of Study	Undergradua
	Major No. %
Child development	4 (0.4)
Educational administration	2 (0.2)
Educational psychology	4 (0.4)
Elementary education	170 (16.1)
Guidance and counseling	1 (0.1)
Health and physical education	55 (5.2)
Home economics	11 (1.0)
Language arts	69 (6.5)
Music/Art	17 (1.6)
School psychology	1 (0.1)
Secondary education	14 (1.3)
Special education	56 (5.3)
Speech pathology and audiology	62 (5.9)
Vocational education	5 (0.5)
Sociology	27 (2.6)
Psychology	110 (10.4)
Social sciences	142 (13.5)
Business	19 (1.8)
Biological science	26 (2.5)
Mathematics	20 (1.9)
Physical sciences	9 (0.9)
Other	230 (21.9)
Did not answer	12 (1.1)

What was your graduate major and minor? (Question 18)

What was your undergraduate major and minor? (Question 19)

Whereas the undergraduate fields of study tended to cover a wide variety of areas, the major and minor fields of graduate study were concentrated in relatively few areas.

The undergraduate major fields most often reported were: elementary education (16.1%), social sciences (13.5%), and psychology (10.4%). Undergraduate minor fields by highest frequency of mention were: social sciences (15.1%), language arts (14.1%), and psychology (10.5%).

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(22.9%), psychology (
minor fields by frequ
tion (16.4%), special

No analysis was
tions of areas of stu
areas of study seems

s of Study	Undergraduate				Graduate			
	Major		Minor		Major		Minor	
	No.	%	No.	%	No.	%	No.	%
t	4	(0.4)	0	(0.0)	1	(0.1)	1	(0.1)
nistration	2	(0.2)	4	(0.5)	238	(22.9)	113	(16.4)
hology	4	(0.4)	6	(0.7)	40	(3.8)	23	(3.3)
tion	170	(16.1)	26	(3.0)	42	(4.0)	21	(3.0)
nseling	1	(0.1)	6	(0.7)	93	(8.9)	72	(10.4)
cal education	55	(5.2)	30	(3.4)	6	(0.6)	7	(1.0)
	11	(1.0)	1	(0.1)	1	(0.1)	0	(0.0)
	69	(6.5)	124	(14.1)	5	(0.5)	10	(1.4)
	17	(1.6)	20	(2.3)	2	(0.2)	1	(0.1)
y	1	(0.1)	0	(0.0)	26	(2.5)	12	(1.7)
ion	14	(1.3)	8	(0.9)	13	(1.2)	15	(2.2)
n	56	(5.3)	30	(3.4)	240	(23.0)	92	(13.3)
and audiology	62	(5.9)	27	(3.1)	56	(5.4)	19	(2.8)
tion	5	(0.5)	2	(0.2)	2	(0.2)	1	(0.1)
	27	(2.6)	35	(4.0)	2	(0.2)	22	(3.2)
	110	(10.4)	92	(10.5)	117	(11.2)	117	(17.0)
	142	(13.5)	133	(15.1)	8	(0.8)	25	(3.6)
	19	(1.8)	10	(1.1)	0	(0.0)	2	(0.3)
ce	26	(2.5)	31	(3.5)	0	(0.0)	5	(0.7)
	20	(1.9)	34	(3.9)	0	(0.0)	4	(0.6)
s	9	(0.9)	21	(2.4)	0	(0.0)	0	(0.0)
	230	(21.9)	238	(27.0)	149	(14.3)	128	(18.6)
	12	(1.1)	188	(17.6)	25	(2.3)	367	(35.3)

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ed were: elemen-

psychology (10.4%).

ntion were:

sychology (10.5%).

At the graduate level there was a decided shift of interest away from content fields with the exception of psychology. Graduate majors by frequency were: special education (23%), educational administration (22.9%), psychology (11.2%) and guidance and counseling (8.9%). Graduate minor fields by frequency were: psychology (17%), educational administration (16.4%), special education (13.3%) and guidance and counseling (10.4%).

No analysis was done to determine the frequency of various combinations of areas of study, but a cursory glance at the data on graduate areas of study seems to support the emergent pupil personnel services

Table 17. (Extrapolated) Respondents who changed major fields of study between undergraduate and graduate degrees.

Action	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-W Scho
Did change major	904 87.1%	86.5	88.7	86.4	90.5	89.7	88.0	82.3	83.0	89.7	93.5	76.9	87.5	85.0	90.2	88.7	85.4	83.5	89.2	76.7	86.7	87.9	87.2
Did not change major	134 12.9%	13.5	11.3	13.6	9.5	10.3	12.0	17.7	17.0	10.3	6.5	23.1	12.5	15.0	9.8	11.3	14.6	16.5	10.8	23.3	13.3	12.1	12.8
TOTALS	1038	753	284	22	84	253	234	141	112	68	31	13	72	107	174	195	89	109	120	30	30	630	156

concept which includes guidance and counseling in combination with special education.

Unfortunately, it cannot be determined from the data in this study what the relationship is between special education and guidance and counseling. On the one hand it might be a relationship by design, but on the other hand it could be a function of the availability of advanced training programs sponsored by the federal government in both of these areas during the last decade or more. The question of this relationship seems worthy of further investigation.

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		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
3.5	76.9	87.5	85.0	90.2	88.7	85.4	83.5	89.2	76.7	86.7	87.9	87.2	85.9	80.2	90.0	100.0	89.3	83.9	87.9	87.2	85.8	84.7	89.2	87.7	96.4	60.0
6.5	23.1	12.5	15.0	9.8	11.3	14.6	16.5	10.8	23.3	13.3	12.1	12.8	14.1	19.8	10.0	0.0	10.7	16.1	12.1	12.8	14.2	15.3	10.8	12.3	3.6	40.0
31	13	72	107	174	195	89	109	120	30	30	630	156	78	106	30	5	28	31	321	545	134	405	380	203	28	5

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Did you change your major?

Table 17 was created from responses to the question concerning undergraduate and graduate majors and minors. It was felt by the investigators that since many training programs for administrators of special education were of rather recent inception, it might be of interest to see what percentage of office holders had changed from one area to another.

It can be noted in the table that nearly nine out of ten administrators of special education changed their major between the undergraduate and the graduate level. As mentioned previously, the changed tended to be from content areas to specialized areas with the exception of psychology.

Table 18.

In your college study in preparation for your present position, what was the value to you of the following instructional methods?

Instructional Methods	Of Much Value No. %
Course lectures	245 (23.7)
Class discussions	584 (56.3)
Term papers	155 (15.2)
Doing research	403 (39.7)
Seminars	673 (66.2)
Field studies, workshops	621 (61.5)
Practicum	48 (81.4)
Field trips	4 (80.0)
Independent study	7(100.0)
Other	56 (93.3)

Suggestions for further investigation:

It would be of some interest to see if those who aspired to other administrative positions (Table 9) were those who majored or minored in educational administration or indeed if there is any pattern between training and aspirations. It would also be enlightening to see what the minor fields were of those who majored in administration and why those fields were chosen. An intriquing question not revealed in this data is "Do special education and educational psychology majors serve essentially in specialist or supervisory roles while those trained in administration serve as administrators?"

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Instructional Methods	Have Experienced It						Did Not Experience It	
	Of Much Value		Of Some Value		Of Little Value			
	No.	%	No.	%	No.	%	No.	%
urse lectures	245	(23.7)	661	(64.0)	119	(11.5)	8	(0.8)
ass discussions	584	(56.3)	398	(34.4)	48	(4.6)	7	(0.7)
rm papers	155	(15.2)	537	(52.8)	314	(30.8)	12	(1.2)
ing research	403	(39.7)	467	(46.1)	89	(8.8)	55	(5.4)
minars	673	(66.2)	273	(26.9)	24	(2.4)	46	(4.5)
eld studies, workshops	621	(61.5)	272	(27.0)	35	(3.5)	81	(8.0)
acticum	48	(81.4)	8	(13.6)	2	(3.4)	1	(1.7)
eld trips	4	(80.0)	1	(20.0)	0	(0.0)	0	(0.0)
dependent study	7	(100.0)	0	(0.0)	0	(0.0)	0	(0.0)
her	56	(93.3)	3	(5.0)	0	(0.0)	1	(1.7)

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In your college study in preparation for your present position, what was the value to you of the following instructional methods? (Question 20)

The data revealed in this table should leave little doubt as to the perceived value of traditional instructional modes (i.e. term papers and course lectures) and strongly supports some of the newer trends in administrative training programs. The time honored "term paper" apparently is regarded as having dubious worth by many practitioners. Of the classic instructional methods, only class discussions seems to be regarded as having "much value." This finding is also supported in recent studies of general administration programs.

Of the newer methods, seminars, field studies and workshops, and practicums, all are rated highly by the respondents The response to practicum as an instructional method is all the more convincing in that it was a write-in response and the others were given in the questionnaire.

Clearly, learning by doing and experience through participation of one type or another is perceived as being much more valuable than less personal forms of instruction. The prima facie evidence should cause trainers and designers of training programs to seriously consider the "how" of instruction as well as the content.

Internships as a method of instruction will be discussed in a subsequent section of the report.

Suggestions for further investigation:

Although it is clear from the response that administrators prefer some instructional methods over others, there is no evidence offered here to indicate that some methods actually are more valuable than others.

This, then, is an area that needs empirical research, since little has been done to investigate how administrators learn best or how knowledge derived in different ways causes differenct behaviors or attitudes.

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What type of experience has contributed most to your success as an administrator of special education? (Question 22)

Three types of experience accounted for nearly 80% of the responses for both men and women administrators. Although there was some variation between the sexes (men 40.7% and women 32.9%), both groups held self-directed study and research work to be the experience that contributed most to their success as an administrator (38.7%, total sample). This seems rather paradoxical in that doing research was only fourth on the preceding question concerning instructional methods of preservice training that were of much value and independent study was written in only seven times (although in each of the seven cases, it was considered "of much value").

If the responses to this question are valid, it might be reasonable to ask the appropriateness of the type of research experience provided to the practitioner in his training program and also the part that independent or self-directed study should play.

The experience mentioned second most often was classroom or therapy experience. The variation between men (18.3%) and women (30.5%) may be accounted for by differences in training, experience, or the types of duties they perform, although the study does not parcel out this factor.

Table 19. What type of experience has contributed most to your success as an administrator of special education?

Type of Experience	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County- Sch
Classroom or therapy experience	199 21.6%	18.3	30.5	10.5	21.2	21.4	22.6	19.2	24.3	22.2	17.9	8.3	27.4	26.5	21.0	21.5	19.5	21.5	17.1	25.9	12.0	20.8	25.
College practicums, etc	27 2.9%	3.4	1.6	5.3	2.4	2.7	3.3	4.2	1.0	3.7	3.6	0.0	1.6	2.0	3.8	4.5	1 2	3.2	3.8	3.7	4.0	2.2	5.
Experience as an intern prior to employment	56 6.1%	5.9	6.5	10.5	2.4	5.4	8.0	6.7	4.9	5.6	7.1	8.3	3.2	5.9	4.5	4.5	9.8	7.5	12.4	0.0	4.0	6.3	5.
Inservice study and training programs	159 17.2%	18.2	14.6	10.5	22.4	15.6	20.8	15.0	13.6	13.0	14.3	16.7	11.3	17.6	21.0	18.1	18.3	11.8	12.4	18.5	16.0	16.1	20.
Self directed study and research work	357 38.7%	40.7	32.9	47.4	38.8	43.8	31.6	40.0	42.7	31.5	46.4	41.7	48.4	41.2	34.4	38.4	34.1	39.8	39.0	29.6	40.0	40.3	35.
Administrative experience	38 4.1%	3.8	4.9	5.3	3.5	3.1	5.7	2.5	5.8	7.4	3.6	8.3	4.8	1.0	4.5	2.3	6.1	3.2	7.6	3.7	8.0	4.3	0.
Community and state projects	2 0.2%	0.1	0.4	0.0	1.2	0.0	0.5	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.
Multiple	17 1.8%	2.1	1.2	5.3	1.2	0.4	1.4	1.7	3.9	5.6	0.0	0.0	0.0	2.0	1.3	2.3	2.4	1.1	2.9	0.0	4.0	2.0	0.
Teaching special education	3 0.3%	0.3	0.4	0.0	0.0	0.4	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.6	1.1	0.0	0.0	0.0	0.0	0.0	0.4	0.
Other	65 7.0%	7.1	6.9	5.3	7.1	7.1	6.1	10.8	2.9	11.1	7.1	16.7	3.2	2.9	8.3	7.3	8.5	11.8	4.8	18.5	12.0	7.5	5.
TOTALS D.N.A. 143 or 13.4%	923	676	246	19	85	224	212	120	103	54	28	12	62	102	157	177	82	93	105	27	25	558	14

The third experience was inservice study and training programs, and here the variation between sexes was not so great.

Taken as a group, these findings reinforce the notion that professional growth, at least as it contributes to success, is a continuous process that occurs over time and in a good measure must be supported by ongoing organization arrangements.

Interestingly, unlike other school administrators, administrative experience did not

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			Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
2	17.9	8.3	27.4	26.5	21.0	21.5	19.5	21.5	17.1	25.9	12.0	20.8	25.7	16.9	23.9	33.3	0.0	16.7	15.9	27.4	21.7	8.5	24.5	21.0	18.8	11.5	20.0
7	3.6	0.0	1.6	2.0	3.8	4.5	1 2	3.2	3.8	3.7	4.0	2.2	5.7	4.2	1.1	3.7	20.0	4.2	2.3	2.1	2.7	5.9	2.7	3.0	2.3	3.8	20.0
6	7.1	8.3	3.2	5.9	4.5	4.5	9.8	7.5	12.4	0.0	4.0	6.3	5.7	4.2	7.6	3.7	20.0	0.0	4.5	4.3	7.2	6.8	8.2	5.1	2.8	11.5	0.0
0	14.3	16.7	11.3	17.6	21.0	18.1	18.3	11.8	12.4	18.5	16.0	16.1	20.7	11.3	20.7	18.5	0.0	29.2	18.2	20.3	17.3	9.3	15.5	17.1	21.6	19.2	0.0
5	46.4	41.7	48.4	41.2	34.4	38.4	34.1	39.8	39.0	29.6	40.0	40.3	35.7	47.9	28.3	29.6	40.0	37.5	47.7	32.0	38.0	53.4	34.9	40.7	42.6	38.5	20.0
4	3.6	8.3	4.8	1.0	4.5	2.3	6.1	3.2	7.6	3.7	8.0	4.3	0.0	7.0	7.6	3.7	20.0	0.0	2.3	4.6	3.8	5.1	3.8	4.8	3.4	3.8	0.0
0	0.0	0.0	0.0	1.0	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	2.3	0.4	0.0	0.0	0.3	0.0	0.0	3.8	0.0
6	0.0	0.0	0.0	2.0	1.3	2.3	2.4	1.1	2.9	0.0	4.0	2.0	0.7	4.2	1.1	3.7	0.0	0.0	2.3	2.1	1.9	0.8	2.5	0.9	1.7	3.8	20.0
0	0.0	0.0	0.0	0.0	0.6	1.1	0.0	0.0	0.0	0.0	0.0	0.4	0.0	0.0	1.1	0.0	0.0	0.0	0.0	0.4	0.4	0.0	0.0	0.6	0.6	0.0	0.0
1	7.1	16.7	3.2	2.9	8.3	7.3	8.5	11.8	4.8	18.5	12.0	7.5	5.7	4.2	8.7	3.7	0.0	12.5	4.5	6.4	7.0	10.2	7.6	6.9	6.3	3.8	20.0
4	28	12	62	102	157	177	82	93	105	27	25	558	140	71	92	27	5	24	44	281	474	118	367	334	176	26	5

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experience did not rank very high as a factor contributing to success.

After the bachelor's degree, and as the amount of formal training increases, self-directed study and research work becomes more important and both classroom or therapy experience and in-service study and training programs decline in importance.

Suggestions for further investigation:

It is important to take this question and expand on it. Unfortunately, it is unclear just what is embraced by the terms used to describe the experiences included in this study. Furthermore, since a standard definition for the terms were not provided in the questionnaire, it is not certain how respondents perceived the terms. This does not negate the importance of the finding, but rather reveals the need for further exploration.

For instance, the importance given self-directed study and research by the respondents answering this question calls attention to an area that has not been studied. Other questions growing out of the data are: Why do women see classroom or therapy experience as being more important than inservice training when men rate them as equally important? Do women special education administrators have a different role perception than men? Why is administrative experience mentioned so seldom? Perhaps someone should ask the question, "What contributed least to your success?"

Another weakness in the question in this study is the assumption that all respondents have had the experiences included, and that is very unlikely. Thus, the data cannot be construed to be a rating between experiences. Note also the infrequency of mention of teaching special education as an experience that contributed most to success as an administrator. No one seems to have empirically tested the experience prerequisite ac

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ence prerequisite administration almost universally requires.

What college courses do you believe are most important in the preparation of administrators of special education programs? (Question 28)

According to the respondents, three areas of college courses clearly stand out as most important to the preparation of administrators of special education. They are by weighted composite rank: child growth and development, special education and courses in special education administration.

The next five areas rated as most important are probably predictable by those who know the field and seem to reflect the the values of current training programs. They were by both weighted composite ranking and number of first ratings: (4) general school administration, (5) curriculum development, (6) supervision of instruction, (7) educational psychology and (9) tests and measurements.

Except for courses in special education administration and special education, the number of first ratings and the weighted composite ranking appear to be highly correlated.

When considering the reported value of research to the success of administration in the preceding table, it seems strange that methods of research would be ranked so low (17th) as courses important to the training of administrators.

The results also appear to reveal the value of specialized training for special education administrators.

Suggestions for further investigation:

This question could have been more revealing if it had been stated, "Of the college courses you have had, which do you consider as most important? Which do you consider least important?" in the preparation of administration of special education. It would also be helpful to know why they consider them important or unimportant.

It is quite possible that humanities, cultural foundations and the social sciences were rated so seldom because they had not been experienced by the respondents.

A pattern seemed to develop in questions that dealt with research, research courses, using research, etc., that leads one to question the legitimacy of responses in that area. It seems almost as though there is little commonality of understanding surrounding the use of any concept that includes research as a component. It is strongly suggested that additional investigation be made in this area.

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Table 20. What college courses do you believe are most important in the preparation of administrators of special education programs?

College Courses	Rated First	Rated Second	Rated Third	Weighted Composite Ranking	
	No.	No.	No.	No.	Rank
Child growth and development	230	115	77	997	(1)
Special education	190	146	107	969	(2)
Courses in special education administration	198	124	101	943	(3)
General school administration	60	57	63	357	(4)
Curriculum development	36	67	77	319	(5)
Supervision of instruction	35	62	70	299	(6)
Educational psychology	31	55	64	267	(7)
Test and measurement	15	51	57	204	(8)
Remedial education	25	42	42	201	(9)
School finance	18	34	46	168	(10)
Methods of teaching	21	32	34	161	(11)
Public and community relations	12	35	50	156	(12)
General psychology	11	24	20	101	(13)
Philosophy of education	15	13	20	91	(14)
Studies of the disadvantaged	6	15	18	66	(15)
School plant design	11	8	8	65	(16)
Methods of research	6	10	24	62	(17)
Humanities	9	0	8	35	(18)
Cultural foundations of education	3	3	9	24	(19)
Social sciences	1	0	3	6	(20)

Table 2 1. The internship, properly defined, is a continuous period of time spent in an actual administrative organization under direct supervision. Did you experience a period of interns

Response	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.
Yes	407 38.5%	36.9	43.0	56.5	38.0	40.9	40.8	33.3	38.1	27.3	36.7	8.3	38.2	41.7	39.0	37.0	44.0	40.0	39.0	20.0	27.6	39.0	35.9
No.	650 61.5%	63.1	57.0	43.5	62.0	59.1	59.2	66.7	61.9	72.7	63.3	91.7	61.8	58.3	61.0	63.0	56.0	60.0	61.0	80.0	72.4	61.0	64.1
TOTALS D.N.A. 9 or 0.8%	1057	765	291	23	92	257	238	144	113	66	30	12	76	115	177	200	91	110	118	30	29	643	156
If yes, how long a period was it?																							
3 months	108 26.8%	25.4	29.8	15.4	34.3	28.2	29.2	17.4	23.3	27.8	18.2	0.0	34.5	27.1	23.9	30.1	36.8	22.0	21.7	16.7	12.5	26.2	30.4
6 months	129 32.0%	35.1	25.0	38.5	34.3	27.2	31.3	45.7	27.9	22.2	45.5	0.0	24.1	27.1	26.8	32.9	39.5	43.9	21.7	33.3	37.5	31.0	41.1
12 months	117 29.0%	28.3	30.6	38.5	17.1	30.1	30.2	26.1	32.6	38.9	27.3	100.0	31.0	29.2	38.0	23.3	13.2	26.8	37.0	50.0	50.0	31.9	14.3
More than 12 months	49 12.2%	11.1	14.5	7.7	14.3	14.6	9.4	10.9	16.3	11.1	9.1	0.0	10.3	16.7	11.3	13.7	10.5	7.3	19.6	0.0	0.0	10.9	14.3
TOTALS D.N.A. 4 or .9%	403	279	124	13	35	103	96	46	43	18	11	1	29	48	71	73	38	41	46	6	8	248	56
What kind of organization did you intern in?																							
Public school	267 62.7%	61.9	64.6	76.9	54.1	61.8	65.7	57.1	63.0	64.7	58.3	100.0	56.3	66.0	63.3	63.6	66.7	58.7	59.6	66.7	85.7	62.3	69.4
State Department of Education	21 4.9%	6.4	1.6	15.4	2.7	1.9	3.9	12.2	6.5	5.9	8.3	0.0	0.0	4.0	2.6	6.5	7.7	10.9	4.3	0.0	0.0	3.8	3.2
Private School	11 2.6%	2.3	3.1	0.0	2.7	5.5	1.0	2.0	0.0	0.0	8.3	0.0	9.4	4.0	3.9	1.3	2.6	0.0	2.1	0.0	0.0	2.3	3.2
Federal	7 1.6%	2.0	0.8	0.0	0.0	0.0	2.9	2.0	4.3	5.9	0.0	0.0	0.0	0.0	1.3	0.0	2.6	8.7	2.1	0.0	0.0	0.4	3.2
University	72 16.9%	16.1	18.9	0.0	24.3	18.2	14.7	18.4	13.0	23.5	16.7	0.0	12.5	18.0	7.8	19.5	10.3	15.2	23.4	33.3	0.0	17.3	16.1
State institution for mentally retarded	12 2.8%	2.0	4.7	7.7	2.7	2.7	2.0	4.1	2.2	0.0	0.0	0.0	3.1	0.0	3.9	1.3	0.0	2.2	4.3	0.0	0.0	3.1	1.6
Other	36 8.4%	9.4	6.3	0.0	13.5	10.0	9.8	4.0	10.9	0.0	8.3	0.0	18.8	8.0	11.7	7.8	10.3	4.3	4.3	0.0	14.3	10.8	3.2
TOTALS	426	299	127	13	37	110	102	49	46	17	12	1	32	50	77	77	39	46	47	6	7	260	62

dministrative organization under direct supervision. Did you experience a period of internship during your professional education?

		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
,000-199,000	200,000+	1-49	50-99	100-199	200-399	00-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
6.7	8.3	38.2	41.7	39.0	37.0	44.0	40.0	39.0	20.0	27.6	39.0	35.9	29.1	49.1	29.0	40.0	37.9	36.0	32.1	42.6	35.6	40.8	39.8	30.7	28.6	20.0
3.3	91.7	61.8	58.3	61.0	63.0	56.0	60.0	61.0	80.0	72.4	61.0	64.1	70.9	50.9	71.0	60.0	62.1	64.0	67.9	57.4	64.4	59.2	60.2	69.3	71.4	80.0
30	12	76	115	177	200	91	110	118	30	29	643	156	79	108	31	5	29	50	318	547	135	419	387	199	28	5
8.2	0.0	34.5	27.1	23.9	30.1	36.8	22.0	21.7	16.7	12.5	26.2	30.4	30.4	25.0	33.3	0.0	27.3	38.9	31.4	26.0	12.0	31.8	27.8	11.9	12.5	0.0
5.5	0.0	24.1	27.1	26.8	32.9	39.5	43.9	21.7	33.3	37.5	31.0	41.1	17.4	36.5	33.3	0.0	18.2	33.3	35.3	27.8	46.0	30.1	33.8	32.2	75.0	0.0
27.3	100.0	31.0	29.2	38.0	23.3	13.2	26.8	37.0	50.0	50.0	31.9	14.3	39.1	21.2	33.3	50.0	45.5	16.7	22.5	34.8	24.0	28.3	26.5	44.1	0.0	0.0
9.1	0.0	10.3	16.7	11.3	13.7	10.5	7.3	19.6	0.0	0.0	10.9	14.3	13.0	17.3	0.0	50.0	9.1	11.1	10.8	11.5	18.0	9.8	11.9	11.9	12.5	0.0
11	1	29	48	71	73	38	41	46	6	8	248	56	23	52	9	2	11	18	102	227	50	173	151	59	8	0
8.3	100.0	56.3	66.0	63.3	63.6	66.7	58.7	59.6	66.7	85.7	62.3	69.4	60.0	66.0	44.4	0.0	46.2	61.1	75.2	59.8	51.0	65.2	64.2	54.5	62.5	0.0
8.3	0.0	0.0	4.0	2.6	6.5	7.7	10.9	4.3	0.0	0.0	3.8	3.2	12.0	7.5	0.0	0.0	15.4	5.6	3.7	4.5	8.2	6.1	4.4	3.0	0.0	0.0
8.3	0.0	9.4	4.0	3.9	1.3	2.6	0.0	2.1	0.0	0.0	2.3	3.2	4.0	1.9	0.0	50.0	0.0	5.6	3.7	2.0	2.0	5.5	0.6	0.0	0.0	0.0
0.0	0.0	0.0	0.0	1.3	0.0	2.6	8.7	2.1	0.0	0.0	0.4	3.2	4.0	1.9	11.1	0.0	7.7	0.0	0.0	2.0	4.1	1.7	0.6	3.0	12.5	0.0
6.7	0.0	12.5	18.0	7.8	19.5	10.3	15.2	23.4	33.3	0.0	17.3	16.1	12.0	15.1	22.2	50.0	23.1	22.2	9.2	18.9	20.4	11.0	19.5	24.2	25.0	0.0
0.0	0.0	3.1	0.0	3.9	1.3	0.0	2.2	4.3	0.0	0.0	3.1	1.6	0.0	1.9	22.2	0.0	0.0	0.0	0.9	3.7	4.1	2.8	3.1	3.0	0.0	0.0
8.3	0.0	18.8	8.0	11.7	7.8	10.3	4.3	4.3	0.0	14.3	10.8	3.2	8.0	5.7	0.0	0.0	7.7	5.6	7.3	9.0	10.2	7.8	7.6	12.1	0.0	0.0
12	1	32	50	77	77	39	46	47	6	7	260	62	25	53	9	2	13	18	109	244	49	181	159	66	8	0

The internship, properly defined, is a continuous period of time spent in an actual administrative organization under direct supervision. Did you experience a period of internship during your professional education? (Question 21)

Nearly four out of ten administrators of special education have experienced an internship defined as a continuous period of time spent in an actual administrative organization under direct supervision. A higher percentage of women reported having this experience than did men.

Nearly half of those in county intermediate units reported having had an internship, and, as might be conjectured, those with the fewest years of experience were more apt to have had this type of experience than were those with more, since an internship as a part of preparation programs is of relatively recent inception.

Six months of internship seems to have been the length of time span experienced most often (32%), followed by twelve months (29%) and three months (26.8%). Nearly half of the doctorates who experienced internships reported a six month program. The more years of administrative experience a respondent had, the longer was his internship if he experienced one.

Public schools furnish the setting for the greatest number of internships (62.7%) followed by universities (16.9%) and State Depart-

ments of Education

Suggestions for fu

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ve months (29%)
rates who experi-
e more years of
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atest number of
) and State Depart-

ments of Education (4.9%)

Suggestions for further investigation:

The internship continues to receive a lot of attention by institutions training administrators. Unfortunately, that interest does not include a committment to conduct research concerning the desirability of this experience. In fact, so little is known about the internship that those involved with its use have yet to agree upon a definition for it, let alone a rationale. The whole concept is open to intensive investigation. Indeed the internship should be given immediate attentio since it has been reported that three states are considering legislation making the internship mandatory for all education personnel.

The suggestion has been made that educators should be released during school hours for professional improvement activities. How important do you think this is with regard to the following: regular college study, school system inservice programs, programs of professional associations, exchange visits, or other? (Question 23)

Over three fourths of all respondents thought school system inservice training programs were "very important" professional improvement activities; nearly three out of four saw exchange visits as "very important" and half of the respondents thought programs of professional asso-

Table 22.

The suggestion has been made that educators should be released during school hours for professional improvement activities. How important do you think this is with regard to the following?

Professional Improvement Activity	Very Important No. %
Regular college study	193 (18.8)
School system inservice programs	822 (78.1)
Programs of professional associations	517 (49.7)
Exchange visits	748 (71.8)

The reader should bear in mind that multiple a

ciation were "very important."

Less than one out of five thought regular college study was "very important"; in fact, nearly one in three thought it was "not a good idea."

One interpretation of this finding stresses the importance of continuous inservice improvement activities and places the burden on the employing organization and the profession itself.

Suggestions for further investigation:

Little is actually known about inservice education in local school districts. Unfortunately, there has been more written prescriptively about it than there has been descriptively. What really happens in terms of behavior modification or attitude change has not been subjected to extensive investigation. Exchange visits have been popular in edu-

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Administrators on th
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Professional Improvement Activity	Very Important No. %	Good, But Not Necessary No. %	Not A Good Idea No. %	No Opinion No. %
Regular college study	193 (18.8)	463 (45.1)	325 (31.6)	46 (4.5)
School system inservice programs	822 (78.1)	198 (18.8)	19 (1.8)	14 (1.3)
Programs of professional associations	517 (49.7)	407 (39.1)	91 (8.7)	26 (2.5)
Exchange visits	748 (71.8)	261 (25.0)	11 (1.1)	22 (2.1)

The reader should bear in mind that multiple answers were possible.

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cation for a period of time, but again there seems to be little empirical evidence to support the practice. The sabbatical leave, a practice gaining acceptance in some states, was not included as a response in this question, and undoubtedly constitutes an omission.

This finding suggests that university people might take seriously the cooperative relationship role in which they serve as resource people for local inservice.

Administrators on the job often engage in various professional growth experiences. How would you evaluate the following? (Question 24)

Previous studies of education administrators have sought to determine the perceived advantage of various professional growth experiences. This question, along with the preceding one, explores this concept with

Table 23.

Administrators on the job often engage in various professional growth experiences. Please evaluate each of the following by checking in the appropriate column.

Activity	Have		
	Of Much Value		
	No.	%	Rank
Professional writing for publication	118	(11.4)	9
Teaching college classes	320	(30.7)	8
Teaching classes in my school	424	(41.4)	4
Serving on committees	332	(31.6)	7
Consulting in other schools or systems	455	(43.6)	3
Educational tours and services	334	(32.3)	6
Active roles in professional associations	376	(35.9)	5
Institutes and workshops	684	(65.1)	1
Self-directed study and research	673	(65.7)	2

respect to special education administrators.

On the question of released time for certain professional activities, there was little difference between special education administrators and elementary principals.*

As in previous questions, self-directed study and research was ranked consistantly in the "of much value" column (65.1%). It was preceded only slightly by institutes and workshops (65.7%). Following those choices in order were: consulting in other schools or systems, teaching classes in my school, and active roles in professional associations.

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choices, moved to t
moved from fifth to
moved from third to
fourth to seventh.

Again, these f
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tivity	Have Experienced It									Have Not Had The Experience		
	Of Much Value			Of Some Value			Of Little Value					
	No.	%	Rank	No.	%	Rank	No.	%	Rank	No.	%	Rank
r publication	118	(11.4)	9	326	(31.4)	6	89	(8.6)	3	504	(48.6)	1
s	320	(30.7)	8	284	(27.3)	9	37	(3.6)	6	400	(38.4)	2
school	424	(41.4)	4	320	(31.2)	7	54	(5.3)	5	227	(22.1)	3
	332	(31.6)	7	609	(57.9)	1	99	(9.4)	2	12	(1.1)	8
ools or systems	455	(43.6)	3	412	(39.5)	4	36	(3.4)	7	141	(13.5)	4
ervices	334	(32.3)	6	496	(48.0)	3	88	(8.5)	4	116	(11.2)	5
ional associations	376	(35.9)	5	518	(49.5)	2	121	(11.6)	1	32	(3.1)	6
s	684	(65.1)	1	338	(32.2)	5	20	(1.9)	8	8	(0.8)	9
research	673	(65.7)	2	311	(30.3)	8	18	(1.8)	9	23	(2.2)	7

professional activ-
education adminis-

and research was
(65.1%). It was pre-
5.7%). Following
schools or systems,
professional asso-

When the "of much value" and "of some value" categories are combine "serving on committees," which ranked seventh when considering only firs choices, moved to third and "active roles in professional organizations" moved from fifth to fourth, also "consulting in other schools or systems" moved from third to fifth and "teaching classes in my school" moved from fourth to seventh.

Again, these findings seem to reveal a perceived need for a variety of professional experiences rather than a heavy weighting for teaching experience. Interestingly, elementary principals* named "teaching classes in my school" as first in the "of much value" category.

Table 24.

A Composite Averaged Ranking
"Of Much Value" and "Of Some Value"

Activity	Valu
	No. R
Professional writing	118
Teaching college	320
Teaching in school	424
Serving on committees	332
Consulting	455
Educational tours	334
Active role in professional associations	376
Institutes and workshops	684
Self-directed study	673
Other	25

Professional writing and teaching college classes were experienced less frequently than were other categories of activities.

Suggestions for further investigation:

Here again we see the respondents saying, "self-directed study and research is important," but it is not really known what is included in their definition of those activities. What is shown in this table is a self reported perception toward certain kinds of activities, but the data reveals nothing about the quality or content of the experience.

On the average, how

activities as those

When asked how

growth activities,

ty percent of the r

one hundred respond

by the total popula

tary principals* wa

There was a ge

Activity	Value No.	Value Rank	Value No.	Value Rank	Average Score on "Of Value"	Average Score Rank on "Of Value"
onal writing	118	9	326	6	222	9
college	320	8	284	9	302	8
in school	424	4	320	7	372	7
on committees	332	7	609	1	407	6
g	455	3	412	4	434	4
al tours	334	6	496	3	415	5
ole in professional associations	376	5	518	2	447	3
s and workshops	684	1	338	5	511	1
ected study	673	2	311	8	492	2
	25	10	3	10	14	10

ses were experienced
ities.

-directed study and
what is included in
n in this table is
activities, but
nt of the experience.

On the average, how many total hours per week do you devote to such activities as those listed in the preceding question? (Question 25)

When asked how many hours per week they spent in professional growth activities, more than seven in one hundred reported "none." Sixty percent of the respondents reported five or more and over thirteen in one hundred responded eleven or more. The mean number of hours devoted by the total population was 7.6 hours per week. The median for elementary principals* was five hours per week.

There was a general tendency for those in larger systems and larger

Table 2 5. On the average, how many total hours per week do you devote to such activities as listed in Table 2 3?

Total Hours	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-W School
None	77 7.2%	5.4	11.9	17.4	7.6	7.0	7.9	7.6	5.3	5.9	6.5	23.1	9.1	6.1	6.2	6.5	9.9	8.2	8.3	6.5	3.3	7.1	9.5
1-2	130 12.2%	11.7	13.6	13.0	20.7	15.1	9.6	7.6	8.8	5.9	9.7	0.0	23.4	19.1	13.5	11.0	11.0	2.7	9.1	12.9	3.3	13.0	12.0
3-4	202 18.9%	20.6	14.6	21.7	20.7	18.2	20.0	20.8	21.9	14.7	16.1	7.7	14.3	18.3	21.3	21.0	17.6	27.3	14.9	16.1	10.0	18.8	18.4
5-6	235 22.0%	22.4	21.1	21.7	23.9	20.2	26.2	22.9	21.9	19.1	12.9	15.4	20.8	20.0	22.5	23.0	23.1	24.5	22.3	12.9	26.7	20.2	22.8
7-8	114 10.7%	10.9	9.9	4.3	3.3	12.4	11.7	9.0	14.0	14.7	9.7	0.0	10.4	9.6	10.7	11.0	11.0	7.3	13.2	12.9	13.3	11.3	10.8
9-10	165 15.5%	16.3	13.3	17.4	12.0	14.7	13.3	16.7	13.2	19.1	25.8	30.8	10.4	12.2	15.7	12.5	11.0	20.0	17.4	16.1	23.3	16.2	17.1
11 or more	143 13.4%	12.6	15.6	4.3	12.0	12.4	11.2	15.3	14.9	20.6	19.4	23.1	11.7	14.8	10.1	15.0	16.5	10.0	14.9	22.6	20.0	13.4	9.5
TOTALS D.N.A. 0 or 0.0%	1066	771	294	23	92	258	240	144	114	68	31	13	77	115	178	200	91	110	121	31	30	648	158

programs of special education to spend more hours per week in professional growth activities and also for those with higher degrees. It also appears that those with the greatest number of years of experience as a special education administrator spend more hours per week in professional growth activities, although this tendency was not tested statistically.

Suggestions for further investigation:

Of course, it is somewhat helpful to examine the "quantity" question concerning certain activities, but that line of reasoning fails to address the issue of the "quality" of the activities. Perhaps a more

revealing way to exp
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examine the issue of
the Assistant Princi

Please indicate your
tion. (Question 26)

The issue of wh
education should hav
time in many circles

ed in Table 23?

		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
6.5	23.1	9.1	6.1	6.2	6.5	9.9	8.2	8.3	6.5	3.3	7.1	9.5	1.3	7.3	9.7	20.0	6.7	8.0	7.1	7.6	5.1	5.5	8.0	9.3	3.6	0.0
9.7	0.0	23.4	19.1	13.5	11.0	11.0	2.7	9.1	12.9	3.3	13.0	12.0	10.1	7.3	16.1	0.0	16.7	18.0	13.7	11.1	10.2	12.3	11.9	12.7	10.7	40.0
16.1	7.7	14.3	18.3	21.3	21.0	17.6	27.3	14.9	16.1	10.0	18.8	18.4	21.5	19.3	9.7	20.0	26.7	16.0	19.3	19.6	16.8	21.1	19.8	14.2	10.7	20.0
12.9	15.4	20.8	20.0	22.5	23.0	23.1	24.5	22.3	12.9	26.7	20.2	22.8	27.8	23.9	38.7	20.0	20.0	10.0	24.2	22.0	21.9	22.3	19.8	26.5	17.9	20.0
9.7	0.0	10.4	9.6	10.7	11.0	11.0	7.3	13.2	12.9	13.3	11.3	10.8	8.9	11.9	3.2	20.0	6.7	4.0	9.6	12.5	8.8	10.7	10.3	9.3	17.9	0.0
25.8	30.8	10.4	12.2	15.7	12.5	11.0	20.0	17.4	16.1	23.3	16.2	17.1	12.7	11.9	16.1	0.0	10.0	14.0	13.7	15.5	20.4	14.5	16.5	16.2	21.4	0.0
19.4	23.1	11.7	14.8	10.1	15.0	16.5	10.0	14.9	22.6	20.0	13.4	9.5	17.7	18.3	6.5	20.0	13.3	30.0	12.4	11.6	16.8	13.7	13.7	11.8	17.9	20.0
31	13	77	115	178	200	91	110	121	31	30	648	158	79	109	31	5	30	50	322	550	137	422	388	204	28	5

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he "quantity" question
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revealing way to explore this question would be to actually shadow a sample of the respondents keeping a record of their activities and then examine the issue of quality, such as was done in the National Study of the Assistant Principal.*

Please indicate your status this year with regard to state certification. (Question 26)

The issue of what type of certificate an administrator of special education should have has yet to be resolved; it is debated from time to time in many circles, and practices vary considerably from state to state.

Table 26.

Please indicate your status this year with regard to state certification. Please check all appropriate boxes.

Type of Certificate	Checked By Respondent	
	No.	%
Regular administrator's certificate	463	43.5
Special education certificate (in any areas of exceptionality)	401	37.6
Elementary teacher's certificate	367	34.4
Special education administrator's certificate	341	32.0
Secondary teacher's certificate	334	31.3
School psychologist certificate	277	26.0
Other	87	8.2
Guidance certificate	44	4.1
Supervisor certificate	56	5.3

Our purpose here is to report the types of certificates administrators of special education actually hold in the hope that states will become more interested in acting in concert on the problem.

Over four out of ten administrators of special education hold regular administrator's credentials. One in three holds special education administrator's certificates.

Other types of certification reported were: special education (in

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certificate, 26%; s
icates, 4.1%.

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the problem more ex

	Checked By Respondent	
	No.	%
	463	43.5
	401	37.6
	367	34.4
e	341	32.0
	334	31.3
	277	26.0
	87	8.2
	44	4.1
	56	5.3

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education hold regu-
s special education

pecial education (in

some area of exceptionality) 37.6%; elementary teacher's certificate, 34.4%; secondary teacher's certificate, 31.3%; school psychologist's certificate, 26%; supervisor's certificate, 5.3%; and guidance certificates, 4.1%.

It is likely that the second group of certificates reflects in part the primary area of training that the incumbent emerged from, and the first two represent the dichotomous position that currently exists within administrative certification practices.

Suggestions for further investigation:

Within the last few years, there has been increased attention given to "rites of passage" in leadership positions as well as general interest in what has been called the passage ways to leadership.

Among the variables being examined is the effect of licensing practices. It has been hypothesized that in some cases licensing has been unnecessarily restrictive and dysfunctional. In view of the numbers of persons affected by these practices, it would seem desirable to examine the problem more extensively than has previously been done.

Table 27. In which professional associations do you hold membership this year?*

Professional Associations	Checked By Respondent	
	No.	%
National Education Association	673	63.1
State Education Association	787	73.8
Local Education Association	725	68.0
Council for Exceptional Children	736	69.0
Phi Delta Kappa or Phi Lambda Theta	288	27.0
Council of Administrators of Special Education	413	38.7
American Federation of Teachers	9	0.8
American Association for Mental Deficiency	158	14.8
American Education Research Association	35	3.3
American Association of Supervision and Curriculum Development	136	12.8
American Psychological Association	111	10.4
National Association for Retarded Children	27	2.5
State Association for School Psychologists	52	4.9
American Speech and Hearing Association	42	3.9
State Special Education Administrators Organization	27	2.5
American Association of School Administrators (State or National)	28	2.6
American Personnel and Guidance Association	27	2.5
National Association of Pupil Personnel Administrators	25	2.3
Learning Disabilities Association	24	2.3
Other	242	22.7

The reader should bear in mind that multiple answers were possible.
*Some respondents listed organizations that do not actually qualify as professional organizations.

In which professiona

(Question 27)

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	Checked By Respondent	
	No.	%
	673	63.1
	787	73.8
	725	68.0
	736	69.0
	288	27.0
	413	38.7
	9	0.8
	158	14.8
	35	3.3
	136	12.8
	111	10.4
	27	2.5
	52	4.9
	42	3.9
on	27	2.5
	28	2.6
	27	2.5
	25	2.3
	24	2.3
	242	22.7

ers were possible.
actually qualify as

In which professional associations do you hold membership this year? (Question 27)

Professional association membership is often thought to indicate professional maturity, a committment to growth through association and a way of developing and maintaining professional contacts. It also provides entree for outsiders and promotes socialization experiences for new arrivals. Although it is only conjecture at this point, the data derived from this question leads one to believe that administrators of special education usually hold dual membership in a general teachers association as well as a special education association. The reason underlying this joint membership is not clear, but might either be an attempt to form a bond of commonality with general education or it may indicate the background from which they emerge. Perhaps additional investigation on membership patterns will reveal the motives for dual membership. It is obvious from the findings that the Council for Exceptional Children is the special education professional association that claims the highest membership from special education administrators.

Interestingly, some associations which are not "professional" were viewed as such by the respondents. This raises a question about what meaning is conveyed or perceived by the term "professional association."

Table 2 8. What budget provisions are made for you to attend professional meetings and conventions?

Provision	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education											
		Male	Female	999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Edu
Total expenses	636 60.1%	66.1	44.2	39.1	62.2	61.2	56.7	64.6	69.9	63.2	55.2	53.8	55.8	68.1	56.7	59.8	63.3	61.5	65.3	60.0	46.7	57.1	61.1	82
Partial expenses	317 29.9%	26.6	38.7	43.5	21.1	29.8	31.1	28.5	23.0	29.4	41.4	23.1	28.6	20.4	29.8	31.7	30.0	31.2	24.8	33.3	46.7	32.5	26.8	15
No expenses provided	65 6.1%	4.6	10.3	13.0	11.1	6.2	7.6	2.8	2.7	5.9	0.0	7.7	11.7	8.0	8.4	4.0	4.4	4.6	5.0	6.7	3.3	7.0	7.6	0
Fixed maximum	18 1.7%	1.2	3.1	4.3	1.1	1.2	1.3	2.8	2.7	1.5	3.4	0.0	2.6	0.9	1.1	1.5	1.1	2.8	3.3	0.0	0.0	1.1	2.5	0
Other	23 2.2%	1.6	3.8	0.0	4.4	1.6	3.4	1.4	1.8	0.0	0.0	15.4	1.3	2.7	3.9	3.0	1.1	0.0	1.7	0.0	3.3	2.3	1.9	2
TOTALS D.N.A. 7 or 0.7%	1059	766	292	23	90	258	238	144	113	68	29	13	77	113	178	199	90	109	121	30	30	644	157	

Suggestions for further investigation:

As education associations become more "activist" in nature, it will be interesting to see the types of services or satisfactions they attempt to provide for their clientele. Adaptability, accountability, compatability as well as reward structures are representative of the kinds of concerns which they become involved in and how they adjust to emergent problems which determine not only their viability, but their future. Less is generally known about special education associations than those serving general education.

What budget provision
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		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
00,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
55.2	53.8	55.8	68.1	56.7	59.8	63.3	61.5	65.3	60.0	46.7	57.1	61.1	82.3	65.7	61.3	40.0	43.3	60.0	54.4	61.6	67.9	60.2	57.1	66.3	64.3	60.0
41.4	23.1	28.6	20.4	29.8	31.7	30.0	31.2	24.8	33.3	46.7	32.5	26.8	15.2	28.7	32.3	40.0	30.0	22.0	34.0	29.8	23.4	29.0	31.9	25.7	32.1	20.0
0.0	7.7	11.7	8.0	8.4	4.0	4.4	4.6	5.0	6.7	3.3	7.0	7.6	0.0	0.9	3.2	20.0	13.3	16.0	7.2	4.9	4.4	7.1	6.5	3.5	3.6	20.0
3.4	0.0	2.6	0.9	1.1	1.5	1.1	2.8	3.3	0.0	0.0	1.1	2.5	0.0	4.6	0.0	0.0	6.7	0.0	2.2	1.5	2.2	1.4	2.1	2.0	0.0	0.0
0.0	15.4	1.3	2.7	3.9	3.0	1.1	0.0	1.7	0.0	3.3	2.3	1.9	2.5	0.0	3.2	0.0	6.7	2.0	2.2	2.2	2.2	2.1	2.3	2.5	0.0	0.0
29	13	77	113	178	199	90	109	121	30	30	644	157	79	108	31	5	30	50	318	547	137	420	385	202	28	5

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__What budget provisions are made for you to attend professional meetings and conventions?__ (Question 10)

This question relates to the previous questions on professional improvement activities and professional growth experiences and seeks to determine the financial encouragement administrators receive to participate in them.

Six out of ten administrators stated that all expenses for professional meetings and conventions are provided in their budgets and another three out of ten said that partial expenses were provided. Only 6.1% said that no expenses were provided.

The difference between the proportion of expenses provided for women administrators compared to men administrators appears to be significant; however, it is not clear what factors operate to cause the difference.

There appears to be a variance in the category of "no expenses provided" with the smaller districts and programs most often providing no expenses.

Educational cooperatives (82.3%) pay total expenses more often than other employer units, and local school districts (7%) and county-wide school districts (7.6%) pay no expenses more often. The number of years of experience a person has had as an administrator seems to make little difference in the amount of expenses provided, but those with only bachelor degrees are two to four times more likely not to have any of their expenses paid than those with more advanced degrees. If one subscribes to the logic that B.A.'s are the people who probably need the most encouragement to grow professionally, the reported practice does not seem to make much sense.

Suggestions for further investigation:

Could it be that men are more aggressive in seeking expenses? Do they receive more encouragement to attend professional meetings than women? Are women administrators tied closer to the classroom than men administrators? Do persons with the title director have expenses pro-

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The number of years
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eking expenses? Do
nal meetings than
classroom than men
have expenses provided more often than those called supervisors or coordinators? Unfortunately, questions such as these have yet to be investigated.

CHAPTER IV

CONDITIONS OF EMPLOYMENT

It is often illuminating to consider both how an administrator allocates his

those time dimensions under self-perceived idealized conditions.

Although accounts of actual time spent, time available for certain activities

not be synonymous with individual administrative success, they do offer insight in

on the eventual outcome of professional practices.

In this chapter we look at a few such conditions to get a feel for the way it

of the "roadblocks" that keep administrators of special education from attaining t

What is your term of employment each year? (Question 41)

For years the education profession has appealed for longer work contracts in order to be able to more effectively manipulate the conditions that affect learning.

It would seem from data in this study that extended contracts are related to sex, the size of the employing unit, the type of employer unit, the degree held and the number of years served as a special education administrator.

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CHAPTER IV

CONDITIONS OF EMPLOYMENT

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ceived idealized conditions.

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ministrative success, they do offer insight into normative modes that bear heavily

nal practices.

w such conditions to get a feel for the way it is, the way it ought to be and some

strators of special education from attaining the "ideal."

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d as a special educa-

Over half (51.1%) of the respondents reported that they were employed on twelve month contracts. In school districts of 200,000 pupils or more, three out of four are employed for the twelve month period. Men (56.8%) are employed on a twelve month basis much more frequently than are women (36%). As might be predicted with the exception of the smallest category, there seems to be a relationship between size (that is A.D.M. and number of special education students) and the term of employment.

Table 29. What is your term of employment each year?*

Term	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Di
9 but less than 10 months	48 4.5%	2.5	9.9	4.5	13.0	4.7	4.2	0.0	1.8	2.9	9.7	0.0	7.9	11.4	5.6	2.0	7.7	0.9	1.7	6.5	0.0	6.0	1.9
10 but less than 11 months	269 25.3%	21.7	34.9	31.8	29.3	29.6	30.8	18.2	13.2	19.1	16.1	16.7	36.8	26.3	27.0	28.1	20.9	18.2	19.0	12.9	20.7	29.1	14.6
11 but less than 12 months	202 19.0%	19.0	19.2	13.6	26.1	19.8	19.2	23.8	17.5	17.6	0.0	8.3	14.5	24.6	27.5	21.1	16.5	20.0	14.0	16.1	13.8	21.2	15.9
12 months	543 51.1%	56.8	36.0	50.0	31.5	45.9	45.8	58.0	67.5	60.3	74.2	75.0	40.8	37.7	39.9	48.7	54.9	60.9	65.3	64.5	65.5	43.7	67.5
TOTALS D.N.A. 4 or 0.4%	1062	769	292	22	92	257	240	143	114	68	31	12	76	114	178	199	91	110	121	31	29	646	157

*The reader is cautioned when interpreting this table. Term may have been interpreted by some respondents as the period over which they are paid, rather than the actual work period. Thus,
category.

County-wide school districts (67.5%) are the units that employ special education administrators most often on a twelve month contract, and local school districts the least.

The higher the administrator's degree, the longer will be his term of employment. Persons with the doctorate are twice as likely to be employed the year around than are those with only a bachelor degree.

Suggestions for further investigation:

When salaries of the various administrators in education were compared, it was noted that special education administrators receive the lowest per annum salary (see Table 37-A). However, compared to elementary principals*, they are much more apt to work under extended contracts (70% compared to 30%;

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How many contractual

(Question 42)

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		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
.7	0.0	7.9	11.4	5.6	2.0	7.7	0.9	1.7	6.5	0.0	6.0	1.9	2.5	2.8	0.0	0.0	3.3	16.3	5.9	3.3	1.5	5.9	3.9	3.4	0.0	0.0
.1	16.7	36.8	26.3	27.0	28.1	20.9	18.2	19.0	12.9	20.7	29.1	14.6	20.3	25.0	22.6	20.0	13.3	30.6	27.8	25.0	19.0	25.7	24.9	25.0	25.0	20.0
.0	8.3	14.5	24.6	27.5	21.1	16.5	20.0	14.0	16.1	13.8	21.2	15.9	20.3	12.0	22.6	20.0	3.3	22.4	20.6	18.8	14.6	22.6	17.4	16.2	10.7	20.0
.2	75.0	40.8	37.7	39.9	48.7	54.9	60.9	65.3	64.5	65.5	43.7	67.5	57.0	60.2	54.8	60.0	80.0	30.6	45.6	53.0	65.0	45.8	53.9	55.4	64.3	60.0
31	12	76	114	178	199	91	110	121	31	29	646	157	79	108	31	5	30	49	320	549	137	421	386	204	28	5

ndents as the period over which they are paid, rather than the actual work period. Thus, if a respondent was paid in 12 equal monthly payments, he may have responded in the 12 months

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bachelor degree.

education were com-
ators receive the
compared to elemen-
extended contracts

(70% compared to 30%; 11 months or more). This incongruity is not explained in the data from the study and should be of interest.

The difference in the length of contract between men and women also needs further exploration.

How many contractual weeks are available to you for vacation each year? (Question 42)

Recently collective negotiation has entered the educational scene and the ramifications of its coming will be experienced in many ways. If educators follow the example set by organized labor, fringe benefits such as longer paid vacations will ultimately be an important part of

Table 30. How many contractual weeks are available to you for vacation each year?

Weeks	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School D
None	100 9.4%	7.9	13.3	8.7	14.1	14.3	10.0	9.0	0.9	4.4	0.0	0.0	14.3	14.8	11.2	12.5	6.6	7.3	4.1	3.2	0.0	10.3	8.2
1-2	181 17.0%	17.0	17.0	17.4	20.7	19.0	18.3	13.2	21.1	7.4	3.2	0.0	23.4	18.3	20.8	18.5	14.3	19.1	12.4	12.9	0.0	10.6	43.7
3-4	512 48.0%	51.1	40.1	43.5	33.7	39.9	44.6	59.0	58.8	64.7	64.5	76.9	31.2	36.5	39.9	47.5	52.7	52.7	58.7	74.2	70.0	47.4	37.3
5-6	97 9.1%	10.8	4.4	17.4	8.7	8.9	9.2	7.6	6.1	8.8	16.1	15.4	6.5	9.6	11.2	8.5	9.9	7.3	9.1	3.2	13.3	11.0	2.5
7-8	94 8.8%	6.7	14.3	0.0	14.1	8.9	8.7	7.6	7.9	7.4	9.7	7.7	11.7	12.2	7.9	7.5	8.8	5.5	11.6	6.5	10.0	10.2	7.0
9-10	43 4.0%	3.6	5.1	8.7	3.3	5.8	5.4	1.4	1.8	2.9	3.2	0.0	3.9	4.3	5.6	4.0	3.3	4.5	0.8	0.0	3.3	5.4	0.0
11 or more	39 3.7%	2.9	5.8	4.3	5.4	3.1	3.7	2.1	3.5	4.4	3.2	0.0	9.1	4.3	3.4	1.5	4.4	3.6	3.3	0.0	3.3	5.1	1.3
TOTALS D.N.A. 0 or 0.0%	1066	771	294	23	92	258	240	144	114	68	31	13	77	115	178	200	91	110	121	31	30	648	158

the total negotiated employment contract.

At the present time, about one special education administrator in ten receives no contractual vacation (that is, at least one week or more). However, nearly half (48%) receive from three to four weeks of paid vacation. In addition, over one in four have five or more contractual weeks available for vacation each year with nearly one in twenty-five reporting eleven or more weeks of paid vacation.

Women more often than men are apt to have either no paid vacation period or an extended paid vacation period (seven through eleven or more weeks). The size of the district and special education program seems to

affect both ends of
unit, the more apt s
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Suggestions for furt

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			Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
0.0	0.0	14.3	14.8	11.2	12.5	6.6	7.3	4.1	3.2	0.0	10.3	8.2	7.6	2.8	22.6	0.0	13.3	24.0	11.8	7.8	4.4	10.7	8.2	7.8	10.7	0.0
3.2	0.0	23.4	18.3	20.8	18.5	14.3	19.1	12.4	12.9	0.0	10.6	43.7	16.5	18.3	12.9	0.0	16.7	16.0	23.0	15.8	8.0	21.1	16.2	11.8	10.7	0.0
64.5	76.9	31.2	36.5	39.9	47.5	52.7	52.7	58.7	74.2	70.0	47.4	37.3	62.0	55.0	48.4	60.0	56.7	32.0	41.3	50.0	62.8	42.9	49.2	55.9	50.0	100.0
16.1	15.4	6.5	9.6	11.2	8.5	9.9	7.3	9.1	3.2	13.3	11.0	2.5	0.0	12.8	12.9	20.0	3.3	8.0	5.9	10.0	13.1	9.0	9.8	7.4	7.1	0.0
9.7	7.7	11.7	12.2	7.9	7.5	8.8	5.5	11.6	6.5	10.0	10.2	7.0	7.6	8.3	3.2	0.0	0.0	6.0	10.9	8.4	6.6	7.8	9.5	9.8	10.7	0.0
3.2	0.0	3.9	4.3	5.6	4.0	3.3	4.5	0.8	0.0	3.3	5.4	0.0	5.1	2.8	0.0	20.0	0.0	6.0	3.7	4.2	2.9	4.7	3.4	3.9	3.6	0.0
3.2	0.0	9.1	4.3	3.4	1.5	4.4	3.6	3.3	0.0	3.3	5.1	1.3	1.3	0.0	0.0	0.0	10.0	8.0	3.4	3.8	2.2	3.8	3.6	3.4	7.1	0.0
31	13	77	115	178	200	91	110	121	31	30	648	158	79	109	31	5	30	50	322	550	137	422	388	204	28	5

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ation program seems to

affect both ends of the continuum. On the one hand, the smaller the unit, the more apt special education administrators are to have either no contractual vacation period or an extended vacation period.

Suggestions for further investigation:

Questions these data seem to raise but not answer deal with: the contractual vacation as a reward independent of professional factors; the point at which professional factors cease to operate in the reward system; and how different units arrive at particular reward structures. Although the question did not seem ambiguous, one wonders if there was confusion between contractual weeks of vacation and getting paid in

Table 31.

How many days are available to you for attendance at workshops, professional meetings, etc.?

Days Available	Checked by Respondent	
	No.	%
None	726	68.1
1-5	88	8.3
6-10	166	15.6
11-15	46	4.3
16-20	22	2.1
21 or more	18	1.7
Did not answer	0	0.0

twelve monthly installments or getting paid for certain holidays.

How many days are available to you for attendance at workshops, professional meetings, etc.? (Question 43)

One rough measure of the professional status of special education administrators is the number of days available for attending workshops, professional meetings, etc. During the last several decades, the education profession as a whole has pressed for recognition of the need to engage in professional activities as a part of their contractual service and there is some evidence of the success of their effort in other studies.

A paradox exists in the findings of this study, however, in that in Tables 22, 23 and 27 special education administrators recognize the

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On the average, how m
(Question 44)

The typical adm
45 hours per week on

ecked by Respondent	
No.	%
726	68.1
88	8.3
166	15.6
46	4.3
22	2.1
18	1.7
0	0.0

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workshops, profes-

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ors recognize the

need for professional activities and experiences, think it is necessary to have released time for such activities and experiences, belong to many professional associations that provide that type of experience, receive expenses for participating in those experiences, but nearly seven out of ten of them report they have no days available to engage in them. If these findings are accurate, it is no wonder that the planned activities for professional improvement are so poorly attended.

Unanswered, of course, is the question of why administrators of special education have been reticent to seek the time necessary for professional improvement experiences and activities.

Suggestions for further investigation:

This question may have been confusing to the respondents, for it seems rather incongruous that so many would respond with "none." Does this mean that there are no contractual days specified, or that workshop days are never formally arranged? Or could it be that special education administrators are "disadvantaged"?

On the average, how many hours do you spend on your job each week? (Question 44)

The typical administrator of special education spends an average of 45 hours per week on the job. Two-thirds of the respondents reported a

Table 32. On the average, how many hours do you spend on your job each week?

Hours	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School
Less than 30	2 0.2%	0.1	0.4	0.0	1.1	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0
30-35	47 4.6%	3.8	6.9	0.0	11.1	5.7	4.2	1.5	2.8	1.6	6.7	0.0	12.9	6.4	4.1	4.1	1.1	4.8	1.7	3.6	3.6	4.7	4.1
36-41	336 32.9%	29.5	42.4	27.8	36.7	34.4	29.3	34.3	32.1	29.0	16.7	61.5	32.9	35.5	38.2	28.7	33.0	33.3	28.0	25.0	25.0	31.2	43.8
42-47	633 62.1%	66.4	50.4	72.2	51.1	59.1	66.1	64.2	65.1	69.4	76.7	38.5	54.3	57.3	57.1	67.2	65.9	61.0	70.3	71.4	71.4	63.8	52.1
48 or more	2 0.2%	0.3	0.0	0.0	0.0	0.4	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0
TOTALS D.N.A. 46 or 4.3%	1020	743	276	18	90	247	239	137	109	62	30	13	70	110	170	195	88	105	118	28	28	619	146

work week that averaged between 42 to 47 hours per week, and only .2% reported 48 or more hours spent on the job per week. Men tend to spend more time on the job than do women. Those with higher degrees seem to spend more time than do those with less training, and those with the most years of experience seem to spend more time than those with fewer years.

Suggestions for further investigation:

The problem with this data, of course is that there is no evidence that for administrators of special education the amount of time spent on the job correlates with either efficiency or effectiveness. That area is certainly one that bears empirical investigation.

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		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
0.0	0.0	0.0	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.8	0.2	0.0	0.5	0.0	0.0
6.7	0.0	12.9	6.4	4.1	4.1	1.1	4.8	1.7	3.6	3.6	4.7	4.1	2.6	5.6	3.2	0.0	10.7	8.5	6.8	3.8	1.5	5.9	4.1	2.6	4.0	0.0
16.7	61.5	32.9	35.5	38.2	28.7	33.0	33.3	28.0	25.0	25.0	31.2	43.8	24.4	40.2	19.4	20.0	32.1	42.6	34.4	33.8	22.0	32.4	34.4	34.7	20.0	20.0
76.7	38.5	54.3	57.3	57.1	67.2	65.9	61.0	70.3	71.4	71.4	63.8	52.1	73.1	54.2	74.2	80.0	57.1	46.8	58.2	62.3	75.8	61.2	61.2	62.2	76.0	80.0
0.0	0.0	0.0	0.0	0.6	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.2	0.0	0.0	2.1	0.3	0.0	0.0	0.2	0.3	0.0	0.0	0.0
30	13	70	110	170	195	88	105	118	28	28	619	146	78	107	31	5	28	47	311	523	132	407	369	196	25	5

week, and only .2%
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there is no evidence
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How many additional hours do you spend in school-related activities each week? (Question 45)

Often, even more important than the number of hours actually spent on the job are the numbers of hours spent in school related activities, because it is here that the administrator of special education makes both formal and informal contacts that are important to the climate of the entire program. Very often it is at this point that the exclusiveness of special education as a part of the regular education program becomes most apparent.

Over half of the respondents indicated that they spent less than six hours per week in school related activities; however, nearly one in

Table 3 3. How many additional hours do you spend in school-related activities each week?

Hours	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education											
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Edu
Less than 6	530 55.4%	52.5	63.4	66.7	46.9	54.7	59.8	55.1	53.9	50.0	48.1	66.7	52.9	53.9	55.5	53.1	56.6	53.5	57.1	63.0	50.0	56.0	54.2	47
6-8	137 14.3%	15.7	10.6	19.0	21.0	14.5	15.5	11.8	15.7	9.7	22.2	0.0	14.3	17.6	17.7	16.4	9.6	9.9	12.4	11.1	11.5	15.0	9.7	15
9-11	189 19.8%	21.2	16.2	0.0	22.2	19.2	18.7	26.8	17.6	24.2	11.1	25.0	25.7	16.7	18.3	19.8	20.5	28.7	21.0	11.1	23.1	18.9	22.2	24
12-14	17 1.8%	1.7	1.9	0.0	0.0	3.0	0.5	0.0	2.9	3.2	7.4	0.0	0.0	2.0	1.8	1.7	0.0	2.0	2.9	3.7	0.0	1.7	0.7	1
15-17	32 3.3%	3.6	2.6	9.5	3.7	3.0	3.7	2.4	3.9	3.2	0.0	0.0	1.4	4.9	1.8	5.1	6.0	1.0	2.9	3.7	0.0	3.6	3.5	6
18-20	22 2.3%	2.3	2.3	0.0	1.2	1.7	0.9	3.9	3.9	3.2	7.4	8.3	0.0	1.0	1.8	2.3	4.8	1.0	1.9	7.4	11.5	1.9	3.5	4
21 or more	29 3.0%	3.0	3.0	4.8	4.9	3.8	0.9	0.0	2.0	6.5	3.7	0.0	5.7	3.9	3.0	1.7	2.4	4.0	1.9	0.0	3.8	2.9	6.3	1
TOTALS D.N.A. 110 or 10.3%	956	690	265	21	81	234	219	127	102	62	27	12	70	102	164	177	83	101	105	27	26	587	144	

five reported spending 9 to 11 hours. The mean for the respondent group was 7.5 hours per week. The median for elementary principals* was five hours.

By combining the data in Tables 32 and 33 the total time spent in both regular and school related activities appears to average 52.5 hours per week for special education administrators. The median for elementary principals* is 50 hours.

Suggestions for further investigation:

Unfortunately, little is known about the nature of the activities engaged in, the values respondents assign to them, or the benefits that accrue to the individ
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		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
8.1	66.7	52.9	53.9	55.5	53.1	56.6	53.5	57.1	63.0	50.0	56.0	54.2	47.0	58.9	48.1	20.0	66.7	46.2	61.2	54.3	50.8	53.4	55.1	56.8	79.2	40.0
.2	0.0	14.3	17.6	17.7	16.4	9.6	9.9	12.4	11.1	11.5	15.0	9.7	15.2	13.7	29.6	0.0	14.8	23.1	14.8	14.1	9.8	14.6	13.6	15.3	4.2	20.0
.1	25.0	25.7	16.7	18.3	19.8	20.5	28.7	21.0	11.1	23.1	18.9	22.2	24.2	18.9	14.8	60.0	14.8	20.5	14.8	20.3	28.7	20.3	19.3	21.6	4.2	40.0
7.4	0.0	0.0	2.0	1.8	1.7	0.0	2.0	2.9	3.7	0.0	1.7	0.7	1.5	3.2	3.7	20.0	0.0	0.0	2.7	1.4	1.6	1.4	3.1	0.5	0.0	0.0
.0	0.0	1.4	4.9	1.8	5.1	6.0	1.0	2.9	3.7	0.0	3.6	3.5	6.1	1.1	0.0	0.0	3.7	5.1	2.4	4.0	2.5	4.1	3.4	2.1	4.2	0.0
7.4	8.3	0.0	1.0	1.8	2.3	4.8	1.0	1.9	7.4	11.5	1.9	3.5	4.5	2.1	3.7	0.0	0.0	5.1	1.0	2.8	2.5	2.2	2.8	2.1	0.0	0.0
3.7	0.0	5.7	3.9	3.0	1.7	2.4	4.0	1.9	0.0	3.8	2.9	6.3	1.5	2.1	0.0	0.0	0.0	0.0	3.1	3.0	4.1	4.1	2.6	1.6	8.3	0.0
27	12	70	102	164	177	83	101	105	27	26	587	144	66	95	27	5	27	39	291	497	122	369	352	190	24	5

the respondent group
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otal time spent in
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accrue to the individuals or the programs. Again, this would appear to be an area that it may be fruitful to investigate more thoroughly.

On the basis of your average week of work devoted directly to school duties, how do you divide your time among the following major categories? (Question 46)

Ideally, how would you like to allot your time each week? (Question 47)

As part of this survey, an attempt was made to determine the real proportion of an administrator's time actually devoted to various school related duties throughout a typical week of work and the amount of time he would spend under ideal circumstances. To arrive at these estimates, respondents were asked to approximate the amount of actual time they devoted to such duties as direct services to exceptional children, clerical work, administration, curriculum development, community work and self-improvement. Then, after estimating how they actually allotted their time, the respondents were asked to indicate the allotment of time they would make under ideal conditions. Of the total sample, 994 responses served as the basis for a comparison of the actual and ideal amounts of time devoted per week to school related duties.

According to average (mean) percents, administrators of special education would like to give considerably less time to clerical duties (6.9% ideal as compared with 12.6% real) and to administration (25.3% as compared with 32.7%) than they are presently doing. These data imply that the clerical burden of reports and records as well as the routine responsibilities of general administration intrude heavily upon the special education administrator's ideal distribution of time. In contrast with these two categories, administrators of special education would prefer to devote more time to such tasks as supervision and the coordination of instruction and curriculum development and direct services to exceptional children than they are presently allotting. Clearly, supervision and the coordination of instruction is deemed

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important by these practicing administrators as revealed by the percent of time (26.8%) ideally devoted as compared with the time (21% actually allotted in this category. Likewise, administrators of special education would prefer to spend more time per week in community related work as well as in self-improvement activities than their schedules presently allow.

On the average then, administrators of special education indicate that they would substantially reduce the time they give to clerical work and administrative duties by allotting more time for supervision and the coordination of instruction, curriculum development, community work, self-improvement activities and direct services to exceptional children.

Suggestions for further investigation:

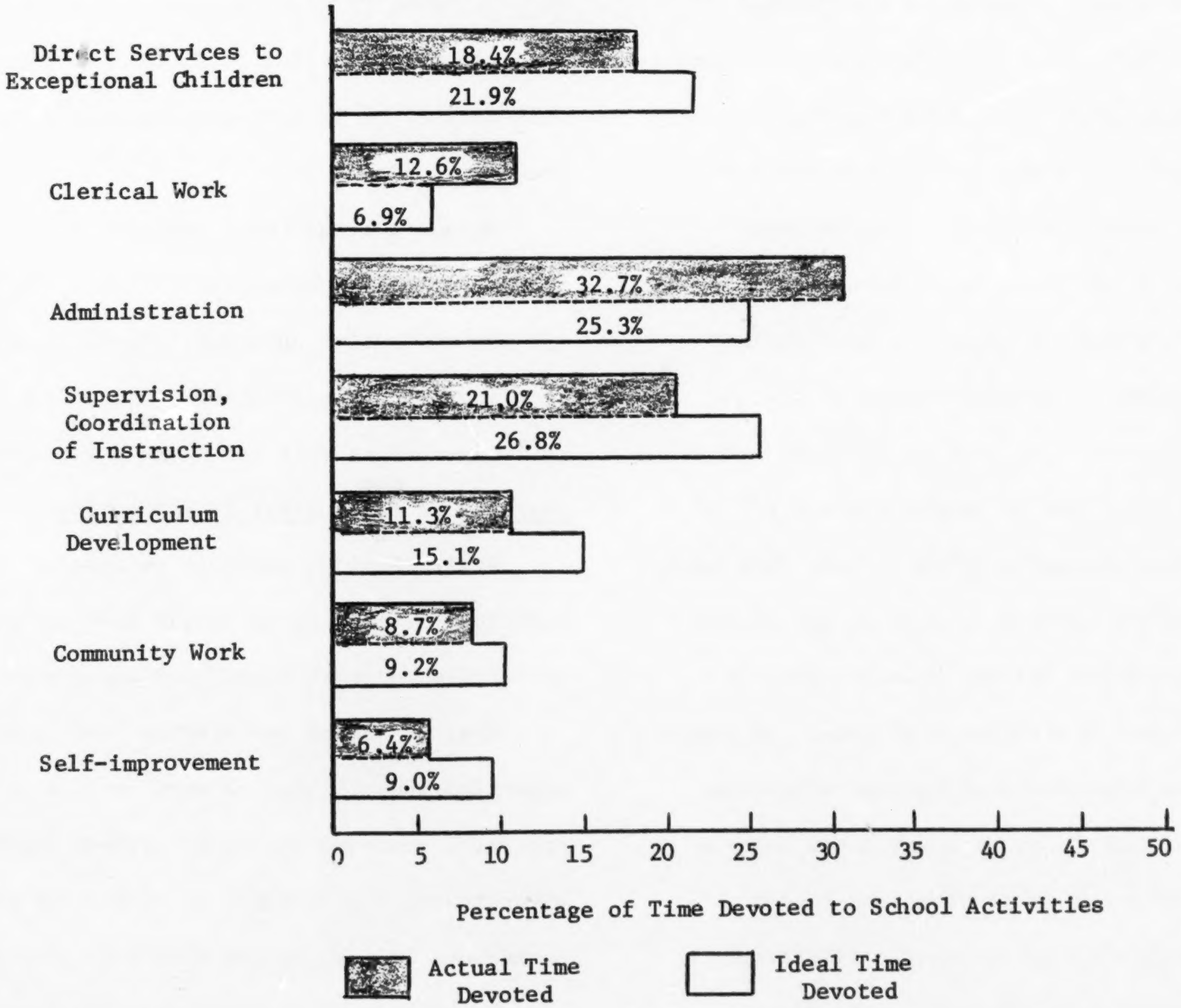
Realistically, research in special education administration must rapidly progress beyond merely knowing the real and ideal ordering of priorities in gross functional categories.

What is needed are studies that look at how time, energy and expertise are utilized to meet certain criterion. Operationally, it is generally conceded that many leaders operate on a rather low ratio of effectiveness/ efficiency to time invested, but even that contention rests more on speculation than empirical data.

For instance, it would seem there is a real lack of understanding

Table 34.

Comparison of Actual and Ideal Amounts of Time Devoted Per Week To School Related Dutie



Errata - Corrected Page IV-7

of time he would spend under ideal circumstances. To arrive at these estimates, respondents were asked to approximate the amount of actual time they devoted to such duties as direct services to exceptional children, clerical work, administration, curriculum development, community work and self-improvement. Then, after estimating how they actually allotted their time, the respondents were asked to indicate the allotment of time they would make under ideal conditions. Of the total sample, 994 responses served as the basis for a comparison of the actual and ideal amounts of time devoted per week to school related duties.

According to average (mean) percents, administrators of special education would like to give considerably less time to clerical duties (4.1% ideal as compared with 11.7% real) and to administration (23.9% as compared with 32.3%) than they are presently doing. These data imply that the clerical burden of reports and records as well as the routine responsibilities of general administration intrude heavily upon the special education administrator's ideal distribution of time. In contrast with these two categories, administrators of special education would prefer to devote more time to such tasks as supervision and the coordination of instruction and curriculum development and direct services to exceptional children than they are presently allotting. Clearly, supervision and the coordination of instruction is deemed

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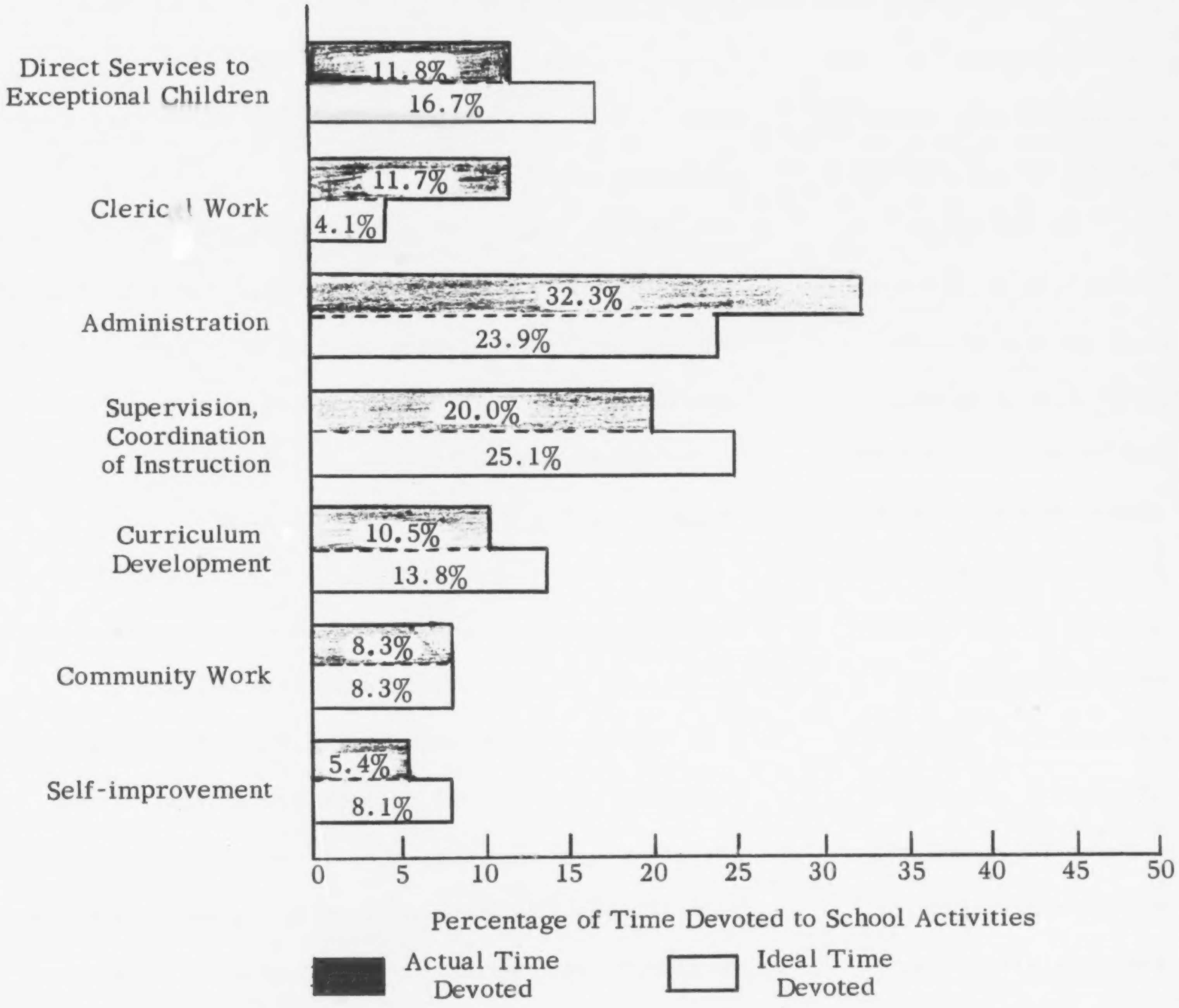
What is needed are studies that look at how time, energy and expertise are utilized to meet certain criterion. Operationally, it is generally conceded that many leaders operate on a rather low ratio of effectiveness/ efficiency to time invested, but even that contention rests more on speculation than empirical data.

For instance, it would seem there is a real lack of understanding rata - Corrected Table 34

Table 34.

Comparison of Actual and Ideal Amounts of Time Devoted Per Week to School Related Duties



on the part of some special education administrators as to just what administration "is," if 13% of them say they would like to spend 0% of their time in administration.

What is the main condition or "roadblock" that keeps you from attaining the "ideal" time distribution given in the preceding question? (Question 48)

From day to day an administrator encounters obstacles which prevent him from attaining certain goals; these vary considerably due to unforeseen events. Often, however, problems tend to cluster and reasons for them seem to stand out. In terms of the goals special education administrators envisioned through their idealized time distribution, they were asked to indicate what they consider the main roadblock to attainment of the ideal time allotment. In response to that query, they indicated central office demands as the number one roadblock, lack of administrative assistance number two and lack of finances as number three.

Following those three in order were: lack of clerical help, lack of program facilities and lack of office space and facilities. Several reasons that have gained prominence in the folklore were not born out, such as lack of administrative support, too many community activities and lack of time.

Table 35. What is
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Teaching duties
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Lack of office sp
Lack of finances
Chain of command
Federal program d
Inefficiency of s
Job description
Lack of staff
Lack of time
Lack of administr
Testing duties
Too many duties a
None

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Table 35. What is the main condition or "roadblock" that keeps you from attaining the "ideal" time distribution given in the previous question? (Rank the three most important..1-2-3).

Main Condition	Ranked First Choice	Ranked Second Choice	Ranked Third Choice	Weighted Composite Ranking	
	No.	No.	No.	No.	Rank
Teaching duties	18	4	2	64	(12)
Lack of clerical help	69	69	67	412	(4)
Lack of administrative assistance	202	148	81	983	(2)
Inadequate preparation for the job	18	13	31	111	(9)
Central office demands	247	140	89	1110	(1)
Lack of program facilities	48	77	77	375	(5)
Community activities	5	15	30	75	(11)
Demands from parents	13	31	57	158	(7)
Lack of office space and facilities	18	42	33	171	(6)
Lack of finances	87	101	111	574	(3)
Chain of command	25	11	22	119	(8)
Federal program duties	6	0	3	21	(16)
Inefficiency of staff	3	4	0	17	(18)
Job description	4	1	4	18	(17)
Lack of staff	6	4	3	29	(15)
Lack of time	11	3	6	45	(14)
Lack of administrative support	3	0	0	9	(20)
Testing duties	3	1	1	12	(19)
Too many duties assigned	16	10	8	76	(10)
None	16	1	0	50	(13)

Interestingly, five of the six reasons deal with resources, largely monetary, but the reason that stands out clearly above the others deals with organization demands. Assuming that it is important for an administrator to realize what he considers to be ideal conditions, furthermore assuming this will increase his value to the organization in some way, it would seem important to investigate as explicitly as possible the nature of this impediment.

Suggestions for further investigation:

Over the years, studies have examined morale, communication and the decision-making processes in many complex organizations. It is probable that special arrangements in education would profit from such examinations. It might prove helpful to examine the extremes on the previous two questions (46 and 47) in terms of the roadblocks they report in Question 48.

Are you formally rated each year? (Question 49)

The rating of professional personnel is a long established practice in education. Rating usually takes one of two forms: 1) for improving performance, and 2) for determining salary and/or length of employment.

In order to find out the extent to which these practices carry over into special education administration, the above set of questions were

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asked.

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16.3% mentioned they

Men were rated
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asked.

More than half of the respondents replied that they were not formally rated for either performance improvement or salary/tenure purposes. Three and one half percent indicated they were formally rated just for salary purposes, nearly one in three were rated for general purposes and 16.3% mentioned they were rated for both purposes.

Men were rated slightly more often for salary purposes than were women. Larger districts are more likely not to rate their special education administrators than are smaller districts. County intermediate districts are less likely to rate special education administrators than are the other units. Administrators with just a bachelor's degree are most likely to be rated for general purposes and as might be expected, those with the least experience are most likely to be rated.

Suggestions for further investigation:

Although a question such as this reports the presence of certain practices, it really does not get at some of the central issues. For example, if you ask a question about rating, it carries a different connotation than a question that speaks about evaluation. What usually is unresolved is the question, "rating or evaluation to what end?" and it usually begs the whole question of what happens after the rating process has taken place. For those wishing to do further research, the

Table 36. Are you formally rated each year?

Response	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dis
Yes, just for salary purposes	37 3.5%	3.8	2.8	0.0	4.3	5.2	2.5	2.1	7.2	1.5	0.0	0.0	6.7	3.5	2.9	3.1	1.1	5.5	5.8	0.0	0.0	3.6	2.6
Yes, in general, but not for salary purposes	308 29.3%	28.9	30.6	36.4	34.8	26.2	32.6	23.8	22.5	33.8	19.4	38.5	29.3	28.3	30.9	31.6	30.8	31.2	22.3	16.7	33.3	31.3	32.7
Yes, for both salary and in general	171 16.3%	18.3	10.8	31.8	19.6	18.3	16.9	14.7	12.6	13.2	19.4	0.0	21.3	22.1	18.3	16.1	12.1	11.0	15.7	16.7	13.3	17.2	10.3
No	534 50.9%	49.0	55.9	31.8	41.3	50.4	47.9	59.4	57.7	51.5	61.3	61.5	42.7	46.0	48.0	49.2	56.0	52.3	56.2	66.7	53.3	47.8	54.5
TOTALS D.N.A. 16 or 1.5%	1050	761	288	22	92	252	236	143	111	68	31	13	75	113	175	193	91	109	121	30	30	638	156

Table 37. What is your salary as a special education administrator this year?

Salary	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wi Schoo
Less than $7,500	28 2.7%	2.1	4.5	4.8	11.9	4.9	0.4	0.0	0.0	1.5	0.0	0.0	13.0	4.0	2.9	2.0	2.2	0.0	0.8	0.0	0.0	3.5	2.0
$7,500-9,999	65 6.4%	3.9	13.4	0.0	14.3	6.2	7.4	3.5	3.5	6.1	0.0	0.0	8.7	14.9	5.3	6.1	4.5	3.7	5.1	3.2	0.0	5.8	10.0
$10,000-12,499	186 18.2%	15.2	26.8	38.1	27.4	19.8	18.7	13.5	13.2	9.1	12.9	0.0	36.2	24.8	20.0	17.3	14.6	14.7	7.6	9.7	6.9	15.1	32.7
$12,500-14,999	258 25.3%	24.4	27.9	14.3	21.4	29.2	29.6	15.6	28.1	19.7	19.4	8.3	17.4	29.7	28.8	28.6	25.8	23.9	22.9	32.3	10.3	23.0	29.3
$15,000-17,499	242 23.7%	26.4	16.0	23.8	14.3	23.0	21.7	34.0	24.6	21.2	19.4	33.3	17.4	17.8	20.6	27.0	27.0	24.8	26.3	16.1	20.7	23.6	14.0
$17,500-19,999	155 15.2%	18.0	7.4	14.3	8.3	13.2	12.6	24.1	16.7	28.8	25.8	8.3	2.9	7.9	15.3	11.2	21.3	18.3	23.7	35.5	27.6	18.1	7.3
$20,000-22,499	67 6.6%	7.9	3.0	4.8	2.4	2.9	8.7	8.5	10.5	7.6	16.1	8.3	4.3	1.0	6.5	7.1	3.4	11.0	10.2	3.2	10.3	9.1	3.3
$22,500-24,999	11 1.1%	1.2	0.7	0.0	0.0	0.8	0.0	0.0	3.5	3.0	6.5	8.3	0.0	0.0	0.6	0.0	1.1	2.8	2.5	0.0	6.9	1.1	0.0
$25,000+	9 0.9%	1.1	0.4	0.0	0.0	0.0	0.9	0.7	0.0	3.0	0.0	33.3	0.0	0.0	0.0	0.5	0.0	0.9	0.8	0.0	17.2	0.6	1.3
TOTALS D.N.A. 45 or 4.2%	1021	751	269	21	84	243	230	141	114	66	31	12	69	101	170	196	89	109	118	31	29	623	150

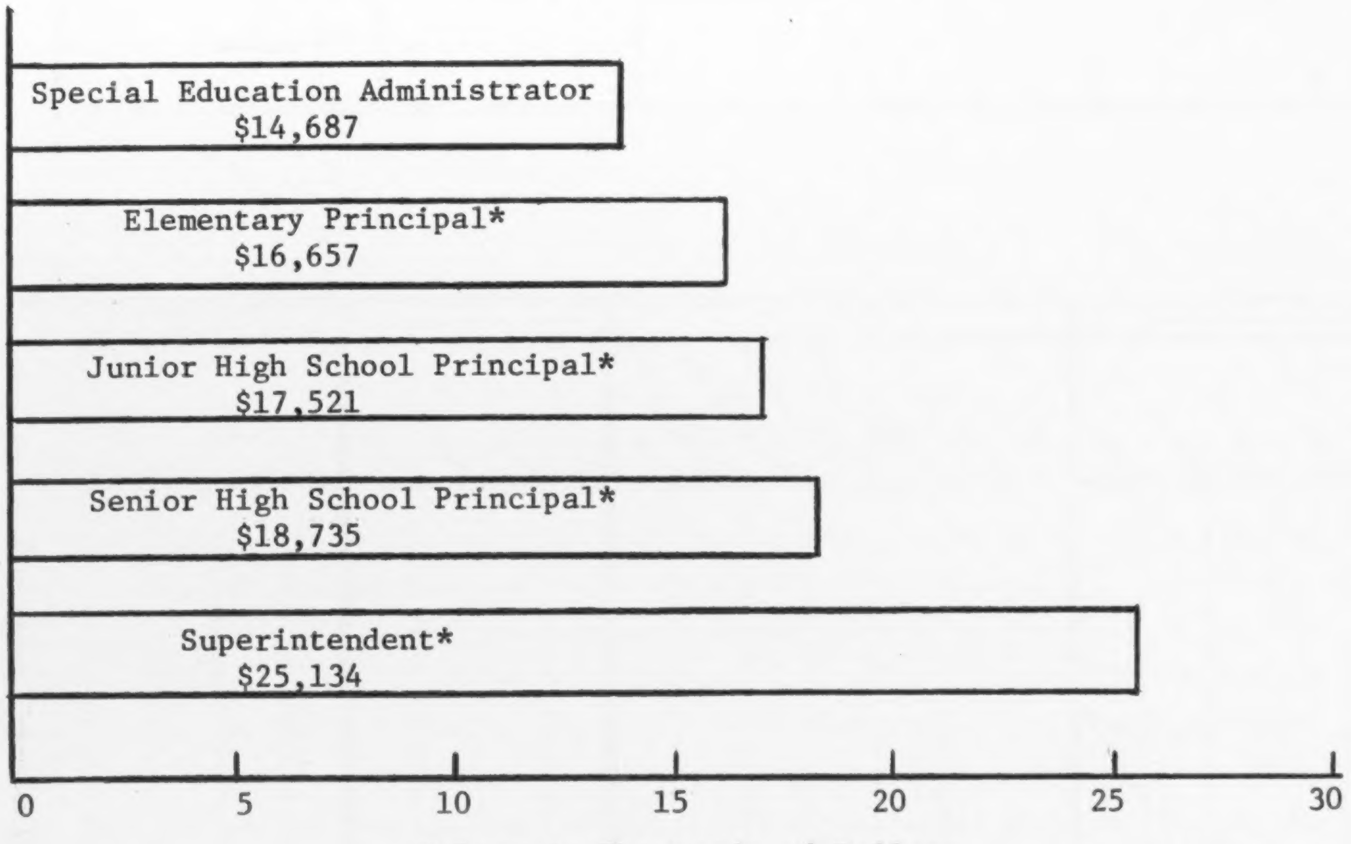
		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
00,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
0.0	0.0	6.7	3.5	2.9	3.1	1.1	5.5	5.8	0.0	0.0	3.6	2.6	9.0	1.9	3.2	0.0	0.0	0.0	2.8	4.6	1.5	3.6	3.2	4.5	0.0	0.0
19.4	38.5	29.3	28.3	30.9	31.6	30.8	31.2	22.3	16.7	33.3	31.3	32.7	19.2	23.4	29.0	20.0	20.7	42.6	28.9	29.0	27.7	33.6	27.6	23.3	39.3	0.0
19.4	0.0	21.3	22.1	18.3	16.1	12.1	11.0	15.7	16.7	13.3	17.2	10.3	14.1	11.2	29.0	40.0	34.5	14.9	14.2	17.7	16.8	18.2	16.8	11.9	7.1	20.0
61.3	61.5	42.7	46.0	48.0	49.2	56.0	52.3	56.2	66.7	53.3	47.8	54.5	57.7	63.6	38.7	40.0	44.8	42.6	54.1	48.6	54.0	44.6	52.4	60.4	53.6	80.0
31	13	75	113	175	193	91	109	121	30	30	638	156	78	107	31	5	29	47	318	541	137	417	380	202	28	5

		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
0.0	0.0	13.0	4.0	2.9	2.0	2.2	0.0	0.8	0.0	0.0	3.5	2.0	1.3	2.0	0.0	0.0	0.0	15.6	3.3	1.7	1.5	3.9	1.6	2.5	0.0	0.0
0.0	0.0	8.7	14.9	5.3	6.1	4.5	3.7	5.1	3.2	0.0	5.8	10.0	5.2	3.9	3.3	0.0	14.3	31.1	12.3	2.4	0.0	11.4	4.4	0.5	0.0	0.0
12.9	0.0	36.2	24.8	20.0	17.3	14.6	14.7	7.6	9.7	6.9	15.1	32.7	14.3	14.7	23.3	40.0	28.6	20.0	29.2	15.5	3.0	26.0	15.0	10.7	7.4	0.0
19.4	8.3	17.4	29.7	28.8	28.6	25.8	23.9	22.9	32.3	10.3	23.0	29.3	29.9	28.4	26.7	20.0	28.6	22.2	26.9	27.7	11.9	26.9	24.8	24.4	18.5	20.0
19.4	33.3	17.4	17.8	20.6	27.0	27.0	24.8	26.3	16.1	20.7	23.6	14.0	28.6	32.4	30.0	20.0	25.0	8.9	15.6	28.3	29.1	21.8	25.6	21.8	29.6	40.0
25.8	8.3	2.9	7.9	15.3	11.2	21.3	18.3	23.7	35.5	27.6	18.1	7.3	9.1	15.7	16.7	20.0	3.6	2.2	8.3	18.5	22.4	6.8	19.1	23.9	25.9	40.0
16.1	8.3	4.3	1.0	6.5	7.1	3.4	11.0	10.2	3.2	10.3	9.1	3.3	3.9	2.0	0.0	0.0	0.0	0.0	3.3	4.5	24.6	2.7	7.6	11.7	11.1	0.0
6.5	8.3	0.0	0.0	0.6	0.0	1.1	2.8	2.5	0.0	6.9	1.1	0.0	5.2	0.0	0.0	0.0	0.0	0.0	0.3	1.1	3.0	0.0	1.6	2.0	3.7	0.0
0.0	33.3	0.0	0.0	0.0	0.5	0.0	0.9	0.8	0.0	17.2	0.6	1.3	2.6	1.0	0.0	0.0	0.0	0.0	0.7	0.2	4.5	0.5	0.3	2.5	3.7	0.0
31	12	69	101	170	196	89	109	118	31	29	623	150	77	102	30	5	28	45	301	534	134	412	367	197	27	5

implications carried by the term accountability might be the key that would open this area to productive examination.

Table 37-A.

Comparison of Mean Salary for Administrators of Special Education And Other Administrative Personnel, 1969-70



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*NEA Research Bulletin, March 1970, p. 8; p. 19, NEA, Washington, D.C.

What is your salary

(Question 39)

Half of the res
$17,499 about 27% re
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Table 37-A give
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Suggestions for furt

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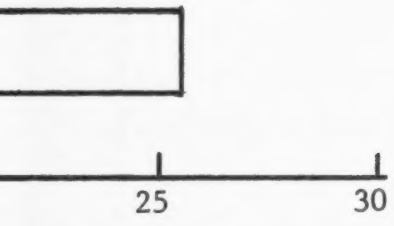

A, Washington, D.C.

What is your salary as a special education administrator this year? (Question 39)

Half of the respondents reported salaries ranging from $12,500 to $17,499 about 27% received less than that, and nearly one in four received more. In general, men receive higher salaries than do women; those in larger districts receive higher salaries than those in smaller districts. As might be predicted, salary appears to be closely related to highest degree. Those with higher degrees receive higher salaries; those with the most years of experience receive the highest salary.

Table 37-A gives comparison data on the median salaries of public school administrators during the year 1969-70.

Suggestions for further investigation:

The history of general education ties salary very closely to the amount of formal education and the number of years of experience of the educator. The data as analyzed here has not been related to a number of other factors which might also be pertinent in arriving at the salary. Further investigation should attempt to examine salary in terms of: the number of persons supervised, the unit of work time involved, the nature and degree of the responsibility ascribed to the position, the degree of competency required and/or exhibited by the incumbent.

In addition to your salary as a special education administrator during the regular school year, what amount will you have earned in other employment during the 12 months, July, 1969, through June, 1970? (Question 40)

The income of education professionals usually is measured only by the salary they are paid for a specific and regular service. Professionals, often because of their expertise, receive additional compensation through other sources. The data depicted in Table 38-A explores the extent of the extra income administrators of special education receive, and Table 38-B reveals the types of professionally related activities in which special education administrators engage.

It can be seen in Table 38-A that nearly four in ten special education administrators have additional sources of income. The income ranges from $1 to $10,000 or more. The mode appears to be from $1000 to $2000.

Table 38-B reveals that college teaching is the major source of extra professional income with one in four securing income from that source. One in five respondents reported extra income from consulting and the others mentioned a dozen or more different sources.

One in eleven special education administrators reported extra income from non-professionally related sources (Table 38-C). The median was approximately $2000 for those reporting non-professionally

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Table 38-A explores
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reported extra
le 38-C). The
non-professionally

related income. Table 38-D indicates the major sources of the non-professionally related income.

Suggestions for further investigation:

It is not clear why certain administrators of special education pursue extra income while others do not. Perhaps it is related to need, but more likely it is a function of future aspirations, or local-cosmopolitan orientation.

Table 38-A.

(Paraphrased) In addition to your salary as a special education administrator during the regular school year, what amount will you have earned in professionally related employment?

Amount of Income	Checked By Respondent	
	No.	%
None	656	61.5
$1-499	55	5.2
$500-999	76	7.1
$1,000-1,999	128	12.0
$2,000-2,999	65	6.1
$3,000-4,999	34	3.2
$5,000-9,999	28	2.6
$10,000 or more	24	2.3
Did not answer	0	0.0

Table 38-B. (Paraphrased) In addition to your employment as a special education administrator during the regular school year, what type of professionally related employment did you experience?

Types of Professionally Related Employment	Checked By Respondent	
	No.	%
Adult basic education	5	1.4
College teaching	87	25.1
Consultant	68	19.6
Director, EPDA program	1	0.3
Director, Head Start program	3	0.9
Director, Retarded Children's Association	1	0.3
Director, summer workshop	5	1.4
Editing material for publication	2	0.6
Evaluation of federal programs	1	0.3
Private practice	12	3.5
Psychological testing and evaluation	17	4.9
Rehabilitation - private practice	2	0.6
School administration	10	2.9
Speech and hearing clinician	4	1.2
State advisory committee	1	0.3
Summer clinic	7	2.0
Title program	8	2.3
Unspecified	68	19.6
Other	45	13.0

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Table 38-

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	Checked By Respondent	
	No.	%
	5	1.4
	87	25.1
	68	19.6
	1	0.3
	3	0.9
	1	0.3
	5	1.4
	2	0.6
	1	0.3
	12	3.5
	17	4.9
	2	0.6
	10	2.9
	4	1.2
	1	0.3
	7	2.0
	8	2.3
	68	19.6
	45	13.0

Table 38-C. (Paraphrased) In addition to your salary as a special education administrator during the regular school year, what amount will you have earned in non-professionally related employment?

Amount of Income	Checked By Respondent	
	No.	%
None	970	91.0
$1-499	18	1.7
$500-999	11	1.0
$1,000-1,999	18	1.7
$2,000-2,999	15	1.4
$3,000-4,999	13	1.2
$5,000-9,999	11	1.0
$10,000 or more	10	0.9

Table 38-D. (Paraphrased) In addition to your employment as a special education administrator during the regular school year, what type of non-professionally related employment did you experience?

Types of Non-Professionally Related Employment	Checked By Respondent	
	No.	%
Investments	11	18.0
Government pension	3	4.9
Unspecified	13	21.3
Other	34	55.7

CHAPTER V

ADMINISTRATION OF THE SPECIAL EDUCATION PROGRAM

The role of the administrator of special education must be viewed both in the
program and in the interface between that program and the program of general educat
direct participation in policy and budget determination often reflects the state of
Of particular importance is his relationships with the central administration and

What is your understanding of the administration's view (i.e., the central office) of the place of the special education administrator in your school system? (Question 56)

The role of special education administration is new to the traditional heirarchy of administrative positions in the public school. Because it is emergent, it is still undergoing a period of adjustment in seeking an accommodation with others in the authority structure. Of special concern is the administrator's of special education perceived position in relation to others who influence policy determination and priority systems.

The question was asked, "What is your understanding of the administration's view (i
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CHAPTER V

DMINISTRATION OF THE SPECIAL EDUCATION PROGRAM

f special education must be viewed both in the context of the special education
that program and the program of general education. His status, influence and
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tionships with the central administration and the school board.

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istration's view (i.e., the central office) of the place of the special education administrator in your school system?" The response checked most often (57.6%) was "the special education administrator is recognized publicly as the head of the special education program with considerable authority to plan, organize, budget, and otherwise control the program." Thus, nearly six of ten believe they are viewed as "leaders."

The other two responses sought to establish perceptions of "supporter" and "follower." Only 7.2% believe they are viewed as followers.

Men view themselves as leaders slightly more often than do women, those in larger systems more than those in the smaller ones, those with doctorates much more so than those possessing other degrees and those

Table 39. What is your understanding of the administration's view (i.e., the central office) of the place of the special education administrator in your school system?

Response	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School
The special education administrator is recognized publicly as the head of the special education program with considerable authority to plan, organize, budget, and otherwise control the program.	602 57.6%	59.4	52.6	40.9	56.7	50.8	54.7	68.1	66.1	65.7	48.4	61.5	43.2	48.6	48.9	59.4	67.4	62.0	69.2	56.7	69.0	57.3	52.6
The special education administrator is viewed as a staff officer, assigned primarily to carry out established policies. He is given some latitude in planning for his program area.	369 35.3%	33.6	39.7	36.4	31.1	42.1	37.3	29.1	30.4	29.9	41.9	23.1	43.2	39.6	40.4	37.6	28.1	33.3	26.7	36.7	24.1	36.4	39.1
The special education administrator is neither encouraged nor authorized to proceed independently to alter program in any significant manner.	75 7.2%	7.0	7.7	22.7	12.2	7.1	8.1	2.8	3.6	4.5	9.7	15.4	13.5	11.7	10.7	3.0	4.5	4.6	4.2	6.7	6.9	6.3	8.3
TOTALS D.N.A. 20 or 1.9%	1046	758	287	22	90	252	236	141	112	67	31	13	74	111	178	197	89	108	120	30	29	635	156

with the most years of experience more often than those with fewer years.

Suggestions for further investigation:

Of great interest would be data comparing the actual perceptions of "administration" toward special education administrators, and the effect those perceptions have on role relations. Data revealing both sides of the perceptual picture might disclose discrepancies that are tractable.

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f the place of the special education administrator in your school system?

		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
48.4	61.5	43.2	48.6	48.9	59.4	67.4	62.0	69.2	56.7	69.0	57.3	52.6	65.4	60.7	64.5	80.0	39.3	59.2	51.1	57.0	74.1	49.8	60.7	66.2	66.7	80.0
41.9	23.1	43.2	39.6	40.4	37.6	28.1	33.3	26.7	36.7	24.1	36.4	39.1	25.6	28.0	32.3	0.0	57.1	32.7	40.0	36.3	22.2	40.9	32.7	28.8	33.3	20.0
9.7	15.4	13.5	11.7	10.7	3.0	4.5	4.6	4.2	6.7	6.9	6.3	8.3	9.0	11.2	3.2	20.0	3.6	8.2	8.9	6.7	3.7	9.4	6.5	5.1	0.0	0.0
31	13	74	111	178	197	89	108	120	30	29	635	156	78	107	31	5	28	49	315	540	135	416	382	198	27	5

those with fewer years.

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rators, and the effect
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s that are tractable.

More explicit and functually precise categories (or typologies) combined with job titles would add considerably to an understanding of what the administrator of special education does, is expected to do, etc. The beauty of studying special education administration is that it is a small enough sub-system that it can be encircled, totally studied, mapped, and (organizationally) understood.

Table 4 0. Check one to indicate the part played by you as special education administrator in developing educational policy.

Response	Total Sample	Sex		Total Average Da'ly Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wi Schoo
I am not consulted.	66 6.3%	6.0	7.3	9.1	6.7	6.0	5.6	7.1	5.3	4.5	16.7	8.3	3.9	10.9	6.2	7.1	2.3	3.7	5.9	6.7	7.1	6.9	5.3
I am asked to comment upon policies developed by the central office and get some encouragement to propose new policies.	319 30.6%	28.2	37.1	31.8	22.2	27.5	35.3	29.1	30.7	33.3	36.7	41.7	31.6	22.7	31.6	31.1	31.8	34.3	28.6	33.3	35.7	31.6	29.1
I am encouraged to suggest new policies and invited to present my views directly to the board of education or through the superintendent of schools.	656 63.0%	65.8	55.6	59.1	71.1	66.5	59.1	63.8	64.0	62.1	46.7	50.0	64.5	66.4	62.1	61.7	65.9	62.0	65.5	60.0	57.1	61.5	65.6
TOTALS D.N.A. 25 or 2.3%	1041	754	286	22	90	251	232	141	114	66	30	12	76	110	177	196	88	108	119	30	28	636	151

Indicate the part played by you as special education administrator in developing educational policy. (Question 57)

Actual participation in educational policy determination is important to all administrators, especially those operating in rapidly expanding areas of education. Success in competition for scarce resources is dependent on opportunities to advise and consent at the highest level at which authority is exercised.

When asked to "check the part played by you as special education administrator in developing educational policy," 63% responded "I am encouraged to suggest new policies and invited to present my views directly

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			Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
5	16.7	8.3	3.9	10.9	6.2	7.1	2.3	3.7	5.9	6.7	7.1	6.9	5.3	6.5	4.7	10.0	0.0	3.4	10.4	7.3	6.1	3.0	7.2	6.8	4.1	3.7	20.0
3	36.7	41.7	31.6	22.7	31.6	31.1	31.8	34.3	28.6	33.3	35.7	31.6	29.1	20.8	34.6	26.7	20.0	34.5	22.9	37.9	29.9	17.9	36.5	27.5	26.2	11.1	0.0
1	46.7	50.0	64.5	66.4	62.1	61.7	65.9	62.0	65.5	60.0	57.1	61.5	65.6	72.7	60.7	63.3	80.0	62.1	66.7	54.8	63.9	79.1	56.3	65.7	69.7	85.2	80.0
6	30	12	76	110	177	196	88	108	119	30	28	636	151	77	107	30	5	29	48	314	538	134	414	382	195	27	5

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3% responded "I am
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to the board of education or through the superintendent of schools," only 6.3% said they were not consulted. The others indicated they were asked to comment upon policies developed by the central office and received some encouragement to propose new policies. Again, men felt somewhat more involved than did women; those with doctorates perceived themselves as being encouraged more than those with lesser degrees and those with the greatest number of years of experience percieved themselves as playing a more direct role than those with less experience.

Suggestions for further investigation:

The socialization of the administrator of special education as a

Table 4 1. How often do you attend school board meetings?

Response	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Di
Frequently	372 35.2%	40.7	20.6	39.1	44.0	39.1	33.9	38.2	29.5	31.3	38.7	23.1	37.7	38.6	35.6	35.7	33.3	33.0	33.6	41.9	33.3	36.5	30.8
Occasionally	233 22.1%	22.9	19.9	8.7	15.4	20.5	22.0	21.5	25.0	32.8	19.4	38.5	16.9	10.5	25.4	21.6	27.8	18.3	29.4	22.6	33.3	23.8	18.6
For special presentations	370 35.0%	32.2	42.6	34.8	29.7	34.1	34.3	36.8	40.2	34.3	35.5	38.5	29.9	40.4	33.3	37.7	28.9	41.3	31.9	32.3	33.3	32.8	37.8
Never	81 7.7%	4.2	16.8	17.4	11.0	6.2	9.7	3.5	5.4	1.5	6.5	0.0	15.6	10.5	5.6	5.0	10.0	7.3	5.0	3.2	0.0	6.8	12.8
TOTALS D.N.A. 10 or 0.9%	1056	764	291	23	91	258	236	144	112	67	31	13	77	114	177	199	90	109	119	31	30	643	156

part of the bureaucracy of the school system has received little attention. The factors leading to integration as a part of the leadership team might be factored out in a study that uses multi-variated analysis. Other questions unanswered by this study are: What happens to the suggestions made? What is the nature of the suggestion offered or solicited? In what context are the suggestions made?

How often do you attend school board meetings? (Question 11)

The opportunity to influence the formulation of school policy is often determined by direct contact with school board members at regular meetings. Traditionally, the superintendent controls the access of other administrators to the

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		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
00-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
.7	23.1	37.7	38.6	35.6	35.7	33.3	33.0	33.6	41.9	33.3	36.5	30.8	26.9	38.0	48.4	60.0	23.3	18.0	25.5	37.7	55.5	30.5	39.9	36.9	35.7	20.0
.4	38.5	16.9	10.5	25.4	21.6	27.8	18.3	29.4	22.6	33.3	23.8	18.6	23.1	18.5	12.9	0.0	20.0	20.0	21.7	22.6	21.9	21.9	21.0	22.7	32.1	20.0
.5	38.5	29.9	40.4	33.3	37.7	28.9	41.3	31.9	32.3	33.3	32.8	37.8	47.4	36.1	29.0	40.0	43.3	40.0	41.5	34.0	21.9	36.8	33.2	36.0	32.1	60.0
.5	0.0	15.6	10.5	5.6	5.0	10.0	7.3	5.0	3.2	0.0	6.8	12.8	2.6	7.4	9.7	0.0	13.3	22.0	11.3	5.7	0.7	10.8	6.0	4.4	0.0	0.0
31	13	77	114	177	199	90	109	119	31	30	643	156	78	108	31	5	30	50	318	544	137	416	386	203	28	5

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administrators to the board and in that way regulates contact.

To determine the extent to which special education administrators attend school board meetings, respondents were asked to check the response: frequently, occasionally, for special presentations or never. More than a third checked frequently, but of those, twice the percentage of men checked it than women. Women were more apt to attend for special presentations and women were also four times as likely never to attend board meetings than were men.

Those in very small systems were more likely never to attend a board meeting as well as those with only a bachelors degree.

Special education administrators with the doctorate are twice as likely to attend meetings regularly than are those with a master's degree. The comparisons by highest degree obtained indicate the value placed on formal education as an indicator of expertise.

The total years of experience as a special education administrator did not seem to be operant as a condition for board meeting attendance.

Suggestions for further investigation:

Very little has been written about line-staff contacts between administrators and board members and the likely effects of those encounters. Similarly, there is no account in the literature of studies dealing with school board members' perceptions of the special education program. If a balance between federal, state and local support is ever to be worked out, it would seem imperative to explore this area in some depth. Of similar importance would be studies that explore the linkage systems between regular and special education, especially as they relate to decision makers and decision-making.

Indicate what best describes your role in selecting the staff for your program. (Question 58)

The selection of the staff is recognized as one of the most important functions of the administrator, because the quality of the staff

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is a controlling variable of the entire program. It has only been recently that administrators other than the superintendent have played a major role in the entire selection process, and evidence indicates that practices vary a great deal from district to district. Indeed, in the latest survey of elementary principals* nearly four in ten still had "nothing to say in the selection of teachers." Fortunately, this is not the case with special education administrators where less than one in ten have "nothing to say."

The prevelant practice revealed in the data of this study is that special education administrators (68.9%) are expected to outline the qualifications of each person needed, to interview the applicants, and to recommend the applicants they consider qualified; others (21.3%) checked "I can ask for the type of person needed and accept or reject from among several recommended by the central office."

Twice as many females (14.8%) reported they had "nothing to say" than did males (7.9%), and nearly six times as many administrators with bachelor's degrees (17%) had "nothing to say" compared to those who possess doctorates (3%).

Again, the degree held appears to be a significant determiner of the degree of involvement with those possessing the highest degrees

Table 4 2. Check one item that best describes your role in selecting the staff for your program.

Response	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education											
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Edu
All assignments are made by the central office.	100 9.8%	7.9	14.8	19.0	19.8	8.8	9.6	6.5	6.3	6.3	13.8	9.1	20.3	18.0	9.9	6.7	3.4	3.8	6.0	10.0	7.7	9.7	16.6	3
I can ask for the type of person needed and accept or reject from among several recommended by the central office.	218 21.3%	20.6	23.1	23.8	20.9	29.7	19.7	11.5	17.0	19.0	24.1	9.1	23.0	28.8	26.7	20.2	20.5	15.1	14.5	23.3	15.4	22.5	27.2	15
I am expected to outline the qualifications of each person needed, to interview applicants and to recommend the applicants I consider qualified.	706 68.9%	71.4	62.1	57.1	59.3	61.4	70.7	82.0	76.8	74.6	62.1	81.8	56.8	53.2	63.4	73.1	76.1	81.1	79.5	66.7	76.9	67.7	56.3	80
TOTALS D.N.A. 42 or 3.9%	1024	746	277	21	91	249	229	139	112	63	29	11	74	111	172	193	88	106	117	30	26	626	151	

consistently more involved than those with lesser degrees.

Administrative years of experience did not appear to be a significant determiner of degree of involvement; however, the size of the program did. In general, the larger the program, the greater the involvement of the special education director in selection of the staff.

Local school district and university cooperatives had the highest number of autonomous administrators (five of five), followed by multi-intermediate units (87.1%) and educational cooperatives (80.5%). County-wide school districts seemed most reluctant to completely involve their

administrators in the

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		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
3	9.1	20.3	18.0	9.9	6.7	3.4	3.8	6.0	10.0	7.7	9.7	16.6	3.9	9.8	0.0	0.0	3.8	17.0	11.8	9.2	3.0	11.8	6.9	10.4	8.0	20.0
1	9.1	23.0	28.8	26.7	20.2	20.5	15.1	14.5	23.3	15.4	22.5	27.2	15.6	12.7	12.9	0.0	23.1	25.5	27.1	19.2	14.9	21.4	25.2	15.0	24.0	0.0
1	81.8	56.8	53.2	63.4	73.1	76.1	81.1	79.5	66.7	76.9	67.7	56.3	80.5	77.5	87.1	100.0	73.1	57.4	61.1	71.5	82.1	66.8	67.9	74.6	68.0	80.0
9	11	74	111	172	193	88	106	117	30	26	626	151	77	102	31	5	26	47	306	530	134	407	377	193	25	5

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administrators in the total selection process.

Suggestions for further investigation:

It could be that this question reveals how little general administrators and school boards know about the special competencies personnel in special education need to possess, and thus they rely on the special education administrator to discriminate among candidates for positions. It would be valuable to know just how much the generalists do know about qualifications of special education personnel, especially in regard to the selection process.

Table 4 3. Do staff in your program share in the selection of new personnel?

Response	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-
Yes	520 50.6%	54.2	40.8	40.9	30.3	50.8	41.1	53.2	64.0	72.7	79.3	69.2	31.1	37.6	42.8	45.9	54.5	60.7	66.4	76.7	85.7	47.1	52.7
No	507 49.4%	45.8	59.2	59.1	69.7	49.2	58.9	46.8	36.0	27.3	20.7	30.8	68.9	62.4	57.2	54.1	45.5	39.3	33.6	23.3	14.3	52.9	47.3
TOTALS D.N.A. 39 or 3.7%	1027	749	277	22	89	250	231	139	111	66	29	13	74	109	173	194	88	107	116	30	28	629	150

Do staff in your program share in the selection of new personnel?

(Question 59)

Staff involvement in the selection of personnel is recognized as important in an effective professional organization. Many educators feel that the close relationships necessary for a superior faculty demands compatibility, and a mutual selection process is one way in which this may be secured.

The data in this study reveals that half of the special education administrators involve their staff in personnel selection. More men do so (54.2%) than do women (40.8%). Also, the larger the special education program, the greater becomes the percentage of those involving others.

Administrators with doctorates are much more apt to have staff involvement (70.9%) than are those with master's plus one year (51.2%),

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			Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
9,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
	79.3	69.2	31.1	37.6	42.8	45.9	54.5	60.7	66.4	76.7	85.7	47.1	52.7	58.4	61.0	57.1	60.0	44.4	42.6	42.9	51.2	70.9	44.0	51.5	59.8	72.0	40.0
	20.7	30.8	68.9	62.4	57.2	54.1	45.5	39.3	33.6	23.3	14.3	52.9	47.3	41.6	39.0	42.9	40.0	55.6	57.4	57.1	48.8	29.1	56.0	48.5	40.2	28.0	60.0
	29	13	74	109	173	194	88	107	116	30	28	629	150	77	105	28	5	27	47	310	529	134	409	377	194	25	5

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master's (42.9%), or bachelor's (42.6%).

Paradoxically, administrators with the least and the most experience as an administrator are less likely to involve other staff in the selection process.

Of the employer units, the county intermediate units (61%) was the most likely to have staff involvement and the local school district the least (47.1%).

Suggestions for further investigation:

Personnel selection procedures, staff integration factors, and instructional team or unit concepts have received little attention in special education survey or research literature. Investigations into the extent of satisfaction with, and relationship of program effectiveness to, participation of staff in selection and evaluation is much

Table 44.

What is your role in evaluating special education teachers' performances in your program?

Type and Frequency of Rating	Beginning Teachers No.	%	Continuing Teachers No.	%
No formal ratings	398	(37.3)	399	(37.4)
Formal ratings annually in detail	419	(39.2)	239	(22.4)
Formal ratings every few years in detail	23	(2.2)	96	(9.0)
Formal ratings annually of general performance	392	(36.9)	290	(27.2)
Formal ratings every few years of general performance	13	(1.2)	84	(7.9)

The reader is reminded that multiple responses were possible.

needed in both general and special education.

What is your role in evaluating special education teachers' performances in your program? (Question 60)

Many general educators feel that after personnel selection, one of the most important administrative functions is the evaluation of teacher performance because systematic evaluation is essential to a systematic program to improve teacher performance.

Unfortunately, the data in this study reveals that a high percentage of both beginning (37.3%) and continuing (37.4%) teachers are not eval-

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.	%	No.	%
8	(37.3)	399	(37.4)
9	(39.2)	239	(22.4)
3	(2.2)	96	(9.0)
2	(36.9)	290	(27.2)
3	(1.2)	84	(7.9)

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uated by special education administrators for either general performance or salary purposes.

More beginning teachers (39.2%) are rated annually in detail than are continuing teachers (22.4%) and more beginning teachers (36.9%) than continuing teachers (27.2%) have formal evaluations annually of their general performance.

The practice of evaluating every few years in detail and for general performance is much more prevalent for continuing teachers than for beginning teachers and seems likely to be related to continuing contracts and tenure much more than to performance improvement.

The fact that rating and evaluation have been shrowded in controversy seems to cause administrators to avoid the issue, and yet in a previous table, administrators indicated they wanted to devote more time than they presently do to supervision and coordination of instruction.

Suggestions for further investigation:

This question is suggestive of issues relevant to the general area of supervision. As in regular education, special education supervision does not have a body of empirical data forming a knowledge base from which administrators can operate. Most areas concerned with supervision could benefit from additional research data.

Table 45. Check one of the following to indicate your role in preparing the budget for the special education program.

Response	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Di
I have nothing to do with the budget; it is made by the central office.	135 12.9%	11.5	16.7	27.3	14.6	13.8	15.7	7.1	11.4	4.6	6.5	30.8	20.0	19.8	16.5	10.1	11.1	6.5	9.3	10.3	10.0	11.6	18.3
I report in writing the general needs of the program, but the budget decisions are made in the central office.	323 30.9%	27.2	40.8	22.7	37.1	29.9	32.6	26.2	30.7	32.3	32.3	30.8	28.0	36.0	35.8	30.8	33.3	28.7	23.7	34.5	23.3	32.2	39.2
The special education staff and I are expected to prepare budget proposals based upon the programs we plan to follow.	587 56.2%	61.3	42.5	50.0	48.3	56.3	51.7	66.7	57.9	63.1	61.3	38.5	52.0	44.1	47.7	59.1	55.6	64.8	66.9	55.2	66.7	56.1	42.5
TOTALS D.N.A. 21 or 2.0%	1045	757	287	22	89	254	236	141	114	65	31	13	75	111	170	198	90	108	118	29	30	636	153

Indicate your role in preparing the budget for the special education program. (Question 61)

In recent years, there has been increased recognition of the need for special education administrators to have an expanded role in budget preparation, especially that part of the budget that deals directly or indirectly with the special education program.

When asked this question, approximately one in eight respondents indicated they had "nothing to do with the budget," 30.9% said they reported the general needs in writing but the budget decisions are made in the central office, and 56.2% indicated they and their staff are expected to prepare b

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		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
0-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
.5	30.8	20.0	19.8	16.5	10.1	11.1	6.5	9.3	10.3	10.0	11.6	18.3	10.1	16.2	6.5	0.0	20.0	14.3	17.8	11.7	3.0	14.6	11.8	10.7	7.4	0.0
.3	30.8	28.0	36.0	35.8	30.8	33.3	28.7	23.7	34.5	23.3	32.2	39.2	22.8	24.8	22.6	20.0	20.0	32.7	34.9	29.9	25.9	33.8	30.4	24.9	40.7	60.0
.3	38.5	52.0	44.1	47.7	59.1	55.6	64.8	66.9	55.2	66.7	56.1	42.5	67.1	59.0	71.0	80.0	60.0	53.1	47.3	58.4	71.1	51.6	57.7	64.5	51.9	40.0
31	13	75	111	170	198	90	108	118	29	30	636	153	79	105	31	5	30	49	315	539	135	419	381	197	27	5

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nded role in budget
deals directly or

eight respondents
30.9% said they
' decisions are made
their staff are

expected to prepare budget proposals based upon the programs they plan to follow.

More women (16.7%) than men (11.5%) reported they had nothing to do with the budget; likewise fewer women (42.5%) than men (61.3%) indicated the greatest involvement (see Table 45, third option).

The variable "size of the district" revealed a bi-modal frequency distribution, with the smallest unit and largest unit both reporting less involvement (see Table 45, first option).

County-wide districts seemingly involve special education administrators in budget preparation less than do the others (18.3%) and local school district-university cooperative (80%) and multi-county intermediate units (71%) appear to involve them most.

Those with the doctorate were involved most (71.1%) and those with master's degrees the least (47.3%).

Years of experience seemed to make some difference on minimum involvement, but not on maximum.

Suggestions for further investigation:

The areas of politics and economics of special education are relatively untouched by research, especially at the local systems level. The role relations, trade-offs, power and authority, and dynamics of decision-making are all areas that would benefit from further study.

Intensive study of special education financing arrangements and sources is important in order to understand more fully budget development relationships.

CHAPTER VI

SUPERVISION OF THE SPECIAL EDUCATION PROGRAM

Although today there is much ferment over the issue of who should perform the

the literature suggests that supervision ranks as one of the administrator's most i

The administrator's ultimate responsibility for program success carries with it an

indirect involvement in most facets of the program. How one works with his colleag

where new ideas come from are questions that are explored in this chapter.

What best describes your responsibility for supervision and instructional improvement in the special education program? (Question 63)

The ultimate responsibility for supervision of the instructional program usually rests with the person who administers the program or with those he designates to share this responsibility.

To investigate the extent to which the administrator of special education is responsible for supervision and instructional improvement he was asked to respond to the above question by choosing from the following three responses: (1) I have primary responsibility; (2) I am partly responsible; and (3) I have little responsibility.

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One in four perceive

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CHAPTER VI

SUPERVISION OF THE SPECIAL EDUCATION PROGRAM

rment over the issue of who should perform the role of supervision, historically, sion ranks as one of the administrator's most important professional functions. ibility for program success carries with it an obligation for both direct and of the program. How one works with his colleagues, how change comes about and ons that are explored in this chapter.

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Seven in ten of the total sample replied that they had "primary" responsibility for the improvement of the special education program. One in four perceived themselves as being partly responsible and less than one in twenty claimed to have little responsibility. In the latest elementary principalship* study, 75% claimed primary responsibility.

Tabulations utilizing the variable sex, reveals little difference, nor did size of the district or size of the program with the exception of the very largest district and programs where an assumption is made that the administrator is much further removed from instruction than those administrators in smaller units.

Table 4 6. Which of the following items best describes your responsibility for supervision and instructional improvement in the special education program?

Response	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School D
I have primary responsibility	737 69.7%	69.5	70.3	68.2	69.6	64.5	69.6	75.4	75.4	70.6	66.7	38.5	63.2	60.5	62.9	75.0	74.4	76.4	74.4	77.4	62.1	71.0	70.9
I am partly responsible	275 26.0%	26.4	25.2	27.3	26.1	29.7	28.7	21.8	22.8	26.5	23.3	30.8	27.6	34.2	30.9	24.0	24.4	20.8	24.0	19.4	20.7	25.1	26.6
I have little responsibility	45 4.3%	4.2	4.5	4.5	4.3	5.9	1.7	2.8	1.8	2.9	10.0	30.8	9.2	5.3	6.2	1.0	1.1	2.8	1.7	3.2	17.2	3.9	2.5
TOTALS D.N.A. 9 or 0.8%	1057	766	290	22	92	256	237	142	114	68	30	13	76	114	178	200	90	106	121	31	29	642	158

Total years of experience as a special education administrator appeared to make little difference in response, nor did the differences between levels of college preparation. Administrators in county intermediate units reported the least "primary" responsibility.

Suggestions for further investigation:

Even more helpful than the above information would be a study that thoroughly examines what "primary" responsibilities consist of, because it is not really known what the administrator of special education does to improve the instructional program. Furthermore, it is not clear how he shares the responsibility with others or what effect dual supervision has on special education teachers when it occurs.

Indicate your part in
program. (Question 6

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		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years Experience As A Special Education Administrator				
,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
.7	38.5	63.2	60.5	62.9	75.0	74.4	76.4	74.4	77.4	62.1	71.0	70.9	70.5	64.5	58.1	80.0	63.3	67.3	69.2	69.5	72.8	67.9	71.6	69.3	75.0	100.0
3.3	30.8	27.6	34.2	30.9	24.0	24.4	20.8	24.0	19.4	20.7	25.1	26.6	25.6	24.3	38.7	20.0	36.7	26.5	27.0	26.3	23.5	27.1	25.3	26.1	17.9	0.0
.0	30.8	9.2	5.3	6.2	1.0	1.1	2.8	1.7	3.2	17.2	3.9	2.5	3.8	11.2	3.2	0.0	0.0	6.1	3.8	4.2	3.7	5.0	3.1	4.5	7.1	0.0
30	13	76	114	178	200	90	106	121	31	29	642	158	78	107	31	5	30	49	318	547	136	420	387	199	28	5

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Indicate your part in shaping the curriculum of the special education program. (Question 64)

In recent years, there has been a trend toward cooperative curriculum development in both the special and regular education programs. Increasingly, school systems have taken the responsibility for modifying and adapting curriculum programs and materials to fit their own needs.

Special education professionals, to an extent even greater than those in regular education, appear free to do this. A similar question in the 1968 elementary principalship* study revealed that 54.1% of the elementary principals felt free to "modify and adapt" whereas 68.4% of the special education administration respondents indicated they felt free to do so. Of the remainder, 29.1% indicated they were free to influence

Table 4 7. Check one to indicate your part in shaping the curriculum of the special education program.

Response	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School D
I follow closely the program of special education without specifically trying to influence its development.	26 2.5%	2.8	1.8	0.0	7.9	2.4	1.3	1.4	3.7	0.0	3.3	0.0	4.1	2.8	3.5	1.6	1.1	4.8	0.9	6.5	0.0	2.7	2.0
I follow closely the program of special education but exert some influence upon developing the educational program.	297 29.1%	28.1	31.8	28.6	28.1	33.6	31.3	30.0	23.9	21.2	33.3	30.8	28.4	34.9	29.7	34.2	32.2	26.0	22.8	19.4	27.6	28.2	28.5
Teachers, administrators, and resource persons plan and develop cooperatively the content of the special education program.	698 68.4%	69.1	66.4	71.4	64.0	64.0	67.4	68.6	72.5	78.8	63.3	69.2	67.6	62.4	66.9	64.2	66.7	69.2	76.3	74.2	72.4	69.1	69.5
TOTALS D.N.A. 45 or 4.2%	1021	740	280	21	89	247	227	140	109	66	30	13	74	109	172	193	87	104	114	31	29	621	151

the curriculum and only 2.5% felt they had to follow closely the programs of special education without specifically trying to influence its development.

By employer type, those in multi-county intermediate units reported the least freedom and by highest degree obtained individuals with doctorates reported the greatest freedom. Those with the most years of experience seemed to modify and adapt curriculum more so than those with less experience.

There was little difference between the responses of men and women

administrators.

Suggestions for furth

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		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years Experience As A Special Education Administrator				
00,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
3.3	0.0	4.1	2.8	3.5	1.6	1.1	4.8	0.9	6.5	0.0	2.7	2.0	2.6	2.9	3.2	0.0	0.0	4.3	1.6	3.2	0.8	3.5	1.9	2.0	3.8	0.0
33.3	30.8	28.4	34.9	29.7	34.2	32.2	26.0	22.8	19.4	27.6	28.2	28.5	21.1	34.3	51.6	20.0	27.6	32.6	35.0	27.5	18.6	33.9	26.8	24.2	15.4	20.0
63.3	69.2	67.6	62.4	66.9	64.2	66.7	69.2	76.3	74.2	72.4	69.1	69.5	76.3	62.7	45.2	80.0	72.4	63.0	63.4	69.2	80.6	62.6	71.3	73.7	80.8	80.0
30	13	74	109	172	193	87	104	114	31	29	621	151	76	102	31	5	29	46	309	530	129	404	373	198	26	5

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administrators.

Suggestions for further investigation:

Again, this question would be more fruitful if it revealed the nature of the "shaping" that the administrator actually does. How does he shape the curriculum? What does he do to influence practices? How does he interact to affect curricular reform or change? How successful is he in his attempts to alter current modes or methods of instruction? How does he use the freedom he purports to have?

"Goodness of fit" tests of a number of curriculum development

Table 98. What is the local policy with regard to specific curriculum guides in special education programs?

Policy	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education											
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educ
Curriculum guides for educable mentally retarded	253 24.1%	23.5	25.8	34.8	24.2	27.6	26.6	19.6	19.8	25.4	16.1	0.0	35.1	20.4	27.4	26.4	23.6	21.3	22.7	30.0	13.3	29.8	17.3	11
Curriculum guides for trainable retarded	10 1.0%	0.8	1.4	0.0	2.2	0.8	1.7	0.0	0.9	0.0	0.0	0.0	1.3	1.8	0.0	2.0	0.0	0.9	0.8	0.0	0.0	0.6	0.6	0
No specific curriculum guides	357 34.0%	34.9	32.0	26.1	39.6	38.9	36.1	37.8	32.4	11.9	9.7	0.0	37.7	43.4	36.6	35.5	30.3	34.3	27.7	10.0	3.3	32.9	35.3	46
Curriculum guides for educable mentally retarded and trainable retarded	354 24.2%	24.8	22.3	13.0	13.2	17.1	21.5	30.1	24.3	37.3	58.1	69.2	6.5	18.6	20.6	21.8	24.7	25.9	27.7	43.3	63.3	20.6	25.6	20
Curriculum guides for educable mentally retarded, trainable retarded and other	50 4.8%	4.9	4.4	0.0	2.2	4.3	4.3	4.9	6.3	9.0	3.2	15.4	1.3	1.8	3.4	4.0	5.6	9.2	6.7	3.3	10.0	5.9	3.2	5
Being developed	125 11.9%	11.1	14.1	26.1	18.7	11.3	9.9	7.7	16.2	16.4	12.9	15.4	18.2	14.2	12.0	10.2	15.7	8.3	14.3	13.3	10.0	10.4	17.9	16
TOTALS D.N.A. 17 or 1.6%	1049	757	291	23	91	257	233	143	111	67	31	13	77	113	175	197	89	108	119	30	30	642	156	

change models, and subsequent effectiveness might well be made in view of the finding that seven out of ten feel free to "modify and adapt" the curriculum.

What is the local policy with regard to specific curriculum guides in special education programs? (Question 12)

The move toward developing local curriculum guides for areas of exceptionality is somewhat recent. Although commercial materials have been on the market for years in some categories, attempts to relate local programs to speci

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		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
0-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
1	0.0	35.1	20.4	27.4	26.4	23.6	21.3	22.7	30.0	13.3	29.8	17.3	11.5	14.4	16.7	25.0	16.7	18.8	21.5	26.4	22.6	24.1	23.8	25.1	28.6	20.0
0	0.0	1.3	1.8	0.0	2.0	0.0	0.9	0.8	0.0	0.0	0.6	0.6	0.0	1.9	3.3	0.0	6.7	4.2	1.3	0.7	0.0	1.0	1.6	0.0	0.0	0.0
7	0.0	37.7	43.4	36.6	35.5	30.3	34.[illegible]	27.7	10.0	3.3	32.9	35.3	46.2	27.9	46.7	0.0	33.3	33.3	39.6	31.6	32.1	38.4	32.4	29.6	17.9	40.0
1	69.2	6.5	18.6	20.6	21.8	24.7	25.9	27.7	43.3	63.3	20.6	25.6	20.5	47.1	23.3	25.0	23.3	20.8	23.1	23.8	29.2	20.2	23.8	31.0	46.4	20.0
2	15.4	1.3	1.8	3.4	4.0	5.6	9.2	6.7	3.3	10.0	5.9	3.2	5.2	3.8	0.0	0.0	0.0	2.1	2.5	5.4	8.7	4.2	5.3	5.9	0.0	0.0
9	15.4	18.2	14.2	12.0	10.2	15.7	8.3	14.3	13.3	10.0	10.4	17.9	16.7	4.8	10.0	50.0	20.0	20.8	12.0	12.0	7.3	12.2	13.3	8.4	7.1	20.0
1	13	77	113	175	197	89	108	119	30	30	642	156	78	104	30	4	30	48	316	541	137	411	383	203	28	5

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local programs to specific values, processes and products is quite new.

Over one in three administrators report they have no specific curriculum guides. Another 12% say they are in the process of being developed. The areas that seem to be most extensively developed are for the educable mentally retarded and trainable retarded. Guides for the educable mentally retarded were reported by 52.6% of the administrators and guides for the trainable retarded by 29.2% of the respondents. Only 4.7% reported guides in any of the other areas.

There was little difference between men and women administrators on this question; however, a slightly higher percentage of women than men seemed to be involved in developing guides (14.1% compared to 11.1%). Those in larger districts and larger special education programs were much more likely to have developed guides for both educable and trainable mentally retarded than were those in smaller programs and units. Persons employed in educational cooperatives and multi-county intermediate units reported "no specific curriculum guides" most often.

Amount of formal education appeared to account for little variation, but years of experience revealed some differences. With the exception of five respondents with over 30 years of experience, the less experience the administrator had, the more likely programs were to have no guides, and the more years of experience, the more likely units were to have guides in both educable and trainable mental retardation.

Suggestions for further investigation:

Are programs that use curriculum guides better in any way than programs that do not? Until research provides an answer to this question, it can only be assumed that they are. This would seem to be a prior question that needs study before the above data can be meaningful.

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Indicate your role in selecting the instructional materials used in the special education program. (Question 67)

At one time, it was common practice for the central staff to do most of the selecting of instructional materials. Recently, the trend has been to have those actually involved in the instructional program do the selecting.

In order to find out the current practice in special education, the above question was asked. Administrators were directed to choose the response most appropriate for their situation.

Nearly nine out of ten responded that they and their staff list the necessary materials. Only 3.2% indicated that the central office selects the instructional materials, and 4% indicated that teachers and instructional leaders performed that function, while 4.2% gave other answers.

There was little difference accounted for by sex; however, the larger school systems seemed more inclined to use central office purchasing. County-wide, county intermediate and multi-county intermediate districts were more inclined toward central office purchasing.

Suggestions for further investigation:

Little is known about instructional materials procurment procedures in either special education or general education. It would be interest-

Table 49.

Check one of the following items to indicate your role in selecting the instructional materials used in the special education program.

Response	Total Sample	Sex	
		Male	Female
I make recommendations; the central office sele selects the materials.	34 3.2%	3.4	2.8
My staff and I work together to list the materials needed for our program.	934 88.6%	89.9	85.1
Teachers and instructional leaders do this.	42 4.0%	4.1	3.8
Other	44 4.2%	2.6	8.3
TOTALS D.N.A. 12 or 1.1%	1054	764	289

ing to see if the trend toward having staff play a predominant role in "selecting materials" occurs throughout education, or if it is unique to special education.

Indicate your part in
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Over half (54%)
they consulted and of
instructional supervi
with some assistance
in one hundred indica

otal mple	Sex	
	Male	Female
34 3.2%	3.4	2.8
934 8.6%	89.9	85.1
42 4.0%	4.1	3.8
44 4.2%	2.6	8.3
054	764	289

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r if it is unique to

Indicate your part in determining the specific methods used by clinicians and teachers. (Question 69)

An area of increasing concern is the role that various members of the professional education team plays in determining specific teaching methods. In order to explore this area, the administrator of special education was asked to respond to the statement which best described his role. The statements were: (a) Each individual determines his own methods; I have little part in making decisions; (b) Although no one can make all decisions alone, I try to keep watch upon specific methods and to make sure that the better methods are used; (c) While each staff member largely determines the methods he uses, I am consulted and I offer suggestions as I see fit; (d) Instruction supervisors and resource persons keep a close watch on methods to assure that the better methods are used. While I assist in this procedure, teachers look to them for direction and help in instructional methods; (e) Ultimately each individual makes his own decisions, but we depend a great deal upon group decisions.

Over half (54%) of the respondents selected choice "c", indicating they consulted and offered suggestions. Nearly one in five indicated instructional supervisors and resource persons performed the major role with some assistance from the administrator (choice "d"). Almost five in one hundred indicated teachers determined their own methods and

Table 50. Check one of the following to indicate your part in determining the specific methods used by clinicians and teachers.

Response	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	Count
Each individual determines his own methods; I have little part in making decisions.	49 4.7%	5.1	3.5	5.0	8.9	5.9	4.2	4.9	2.7	2.9	0.0	8.3	12.5	6.4	5.7	3.5	2.2	3.7	4.2	0.0	0.0	4.7	5.
Although no one can make all decisions alone, I try to keep watch upon specific methods and to make sure that the better methods are used.	113 10.8%	10.0	13.1	25.0	5.6	9.5	13.1	7.6	11.6	7.4	13.3	33.3	6.9	9.1	7.4	14.1	14.4	7.3	14.2	0.0	17.2	10.2	9.
While each staff member largely determines the methods he uses, I am consulted and I offer suggestions as I see fit.	564 54.0%	50.9	62.5	25.0	61.1	62.8	56.5	57.6	46.4	38.2	20.0	25.0	59.7	61.8	60.8	59.8	47.8	56.0	41.7	29.0	27.6	53.9	50
Instruction supervisors and resource persons keep a close watch on methods to assure that the better methods are used. While I assist in this procedure, teachers look to them for direction and help in instructional methods.	189 18.1%	20.4	11.7	15.0	6.7	8.7	13.9	22.9	27.7	42.6	60.0	33.3	5.6	8.2	11.4	13.6	20.0	20.2	32.5	51.6	55.2	18.0	20
Ultimately each individual makes his own decisions, but we depend a great deal upon group decisions.	129 12.4%	13.6	9.2	30.0	17.8	13.0	12.2	6.9	11.6	8.8	6.7	0.0	15.3	14.5	14.8	9.0	15.6	12.8	7.5	19.4	0.0	13.2	14
TOTALS D.N.A. 22 or 2.1%	1044	760	283	20	90	253	237	144	112	68	30	12	72	110	176	199	90	109	120	31	29	635	1

nearly equal percentages said the administrator kept a close watch (10.8%) and group decisions were used a great deal (12.4%).

Men seemed a little more willing for individual teachers and groups to make teaching method decisions than did women and so did those in smaller districts.

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used by clinicians and teachers.

			Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years Experience As A Special Education Administrator				
,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
	0.0	8.3	12.5	6.4	5.7	3.5	2.2	3.7	4.2	0.0	0.0	4.7	5.2	2.5	8.6	0.0	0.0	0.0	6.3	4.8	4.3	5.9	5.7	5.0	3.0	0.0	0.0
	13.3	33.3	6.9	9.1	7.4	14.1	14.4	7.3	14.2	0.0	17.2	10.2	9.7	11.4	12.4	16.1	0.0	17.2	8.3	12.7	10.5	8.1	12.0	10.5	10.2	3.7	20.0
	20.0	25.0	59.7	61.8	60.8	59.8	47.8	56.0	41.7	29.0	27.6	53.9	50.0	55.7	60.0	54.8	60.0	51.7	70.8	58.9	51.0	47.8	56.7	52.6	54.3	25.9	20.0
	60.0	33.3	5.6	8.2	11.4	13.6	20.0	20.2	32.5	51.6	55.2	18.0	20.1	19.0	15.2	16.1	20.0	17.2	8.3	12.1	20.1	27.9	14.4	19.2	19.3	48.1	40.0
8	6.7	0.0	15.3	14.5	14.8	9.0	15.6	12.8	7.5	19.4	0.0	13.2	14.9	11.4	3.8	12.9	20.0	13.8	6.3	11.5	14.0	10.3	11.2	12.6	13.2	22.2	20.0
8	30	12	72	110	176	199	90	109	120	31	29	635	154	79	105	31	5	29	48	314	541	136	418	380	197	27	5

ept a close watch (10.8%)

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ual teachers and groups

and so did those in

Those with the most years of experience seemed most willing to let groups decide, but least willing for individual teachers to make the decisions. The degree an individual held seemed to make little difference, but there was some variation by type of employer.

Suggestions for further investigtion:

It seems likely that there may be a difference between the administrator's perception and teachers' perceptions to this question. A study should investigate those perceptual or actual differences and the ramifications of any difference.

It would also be useful to know something about adoption and diffusion of specific methods in special education, factors influencing adoption, the influence of "characteristics" of specific methods, rates of adoption and diffusion, the effect of differing climates on adoption.

This area would also provide good data for exploring the question, "Given professional specialists who need to be supervised, is it best for the supervisor (particularly in technical tasks) to be of the same or different specialization?"

Indicate your role in determining pupil placement in the special education program. (Question 70)

How best to place students in the special education program has long been debated. In order to assess current practice, each administrator was asked to choose one of the following responses: (a) Students are placed in accordance with required, system-wide policies. I exer-

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flexible approach to s
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Half of the respo
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little influence.

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and women. Units with
use system-wide polici
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cise little influence; (b) I work constantly with the staff to utilize a flexible approach to student placement; (c) It is the responsibility of the staff to develop and maintain pupil placement policies. I exercise little influence; (d) We use a screening committee.

Half of the respondents indicated they worked with the staff to utilize a flexible approach to student placement. Over a third said they used a screening committee for placement. Nearly 12 in 100 reported that students were placed in accordance with system-wide policies and that they exercised little influence, and the remainder, 2.6%, responded that the staff had the responsibility for placement and they exercised little influence.

There was no appreciable difference between the responses of men and women. Units with 100,000 to 199,000 A.D.M. were much more apt to use system-wide policies than were others (23.3%). Nearly half of the programs enrolling 600-999 students reported using screening committees compared to 25.8% of those with 2500-4999 special education students.

County-wide (23.7%) and multi-county (22.6%) units were most likely to place students according to system policies and county intermediate units were most apt to let the faculty place students.

Those with higher levels of training were most likely to utilize screening committees and less likely to rely on system policies.

Table 51. Check one of the following to indicate your role in determining pupil placement in the special education program.

Response	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School
Students are placed in accordance with required, system-wide policies. I exercise little influence.	122 11.9%	11.7	12.4	9.5	9.2	9.3	9.8	10.1	17.9	10.9	23.3	9.1	15.5	8.3	11.1	9.2	14.4	9.4	13.8	19.4	17.9	9.0	23.7
I work constantly with the staff to utilize a flexible approach to student placement.	518 50.4%	50.3	50.9	52.4	55.2	55.9	51.9	47.8	39.3	51.6	33.3	36.4	57.7	58.7	51.5	55.1	48.9	36.8	44.0	48.4	39.3	50.8	40.1
It is the responsibility of the staff to develop and maintain pupil placement policies. I exercise little influence.	27 2.6%	2.6	2.8	4.8	3.4	0.8	1.3	1.4	3.6	9.4	6.7	18.2	2.8	1.8	1.8	0.0	4.4	4.7	3.4	6.5	10.7	1.3	3.3
We use a screening committee.	360 35.1%	35.5	33.9	33.3	32.2	34.0	37.0	40.6	39.3	28.1	36.7	36.4	23.9	31.2	35.7	35.7	32.2	49.1	38.8	25.8	32.1	38.9	32.9
TOTALS D.N.A. 39 or 3.7%	1027	744	283	21	87	247	235	138	112	64	30	11	71	109	171	196	90	106	116	31	28	624	152

Those with the most years of experience tended to reflect the use of system policies.

Suggestions for further investigation:

One of the problems with this question is that it is not really clear what the dynamics implied in the choices are. For instance, what are flexible approaches? Do all respondents who chose that answer have the same placement process? Are all screening committees the same in size, function, responsibility, etc.?

The examination of pupil placement practices is probably a study in itself, with or with

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		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years Experience As A Special Education Administrator				
,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	[illegible]0-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
23.3	9.1	15.5	8.3	11.1	9.2	14.4	9.4	13.8	19.4	17.9	9.0	23.7	7.7	10.9	22.6	0.0	16.7	14.6	15.1	9.9	10.2	11.8	11.9	11.3	17.9	20.0
33.3	36.4	57.7	58.7	51.5	55.1	48.9	36.8	44.0	48.4	39.3	50.8	40.1	56.4	54.5	54.8	60.0	60.0	60.4	50.0	50.5	48.4	49.1	51.1	53.1	46.4	40.0
6.7	18.2	2.8	1.8	1.8	0.0	4.4	4.7	3.4	6.5	10.7	1.3	3.3	5.1	6.9	0.0	20.0	6.7	0.0	2.6	2.1	6.3	3.4	1.3	4.1	0.0	0.0
36.7	36.4	23.9	31.2	35.7	35.7	32.2	49.1	38.8	25.8	32.1	38.9	32.9	30.8	27.7	22.6	20.0	16.7	25.0	32.4	37.5	35.2	35.6	35.7	31.4	35.7	40.0
30	11	71	109	171	196	90	106	116	31	28	624	152	78	101	31	5	30	48	312	533	128	407	378	194	28	5

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itself, with or without the administrator of special education as the focal point.

In which way do you believe that you contribute most effectively to the improvement of the special education program? (Question 65)

There is a continuing interest in the administrator's role in contributing to the improvement of the special education program. Seven specific activities were listed in the questionnaire and respondents were asked to check the one way in which they believe they contributed most effectively to the improvement of the special education program.

Table 52. Check the one way in which you believe that you contribute most effectively to the improvement of the special education program.

Way	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.
By working with specialists and teachers in making the best use of available resources.	227 23.1%	22.9	23.6	23.8	23.0	22.6	24.9	22.7	21.9	23.1	27.6	15.4	28.6	16.5	23.8	26.2	23.5	22.2	17.3	13.3	21.4	22.5	26.5
By helping individual teachers and specialists take action on problems in their part of the program.	149 15.2%	15.4	14.2	28.6	17.2	15.5	17.1	15.2	12.4	9.2	6.9	7.7	20.0	19.4	17.3	12.3	14.1	14.1	11.8	13.3	10.7	14.7	14.3
By my own careful study and research of the program.	10 1.0%	0.8	1.5	4.8	1.1	0.8	0.5	0.8	0.0	3.1	3.4	7.7	1.4	0.0	0.6	0.5	2.4	1.0	0.9	3.3	3.6	1.0	0.0
By demonstration teaching.	6 0.6%	0.7	0.4	0.0	1.1	0.4	0.5	1.5	0.0	1.5	0.0	0.0	0.0	1.0	0.6	0.5	0.0	2.0	0.0	3.3	0.0	0.7	0.7
By helping to create a climate in which teachers, individually or collectively, are encouraged to experiment and share ideas.	474 48.2%	49.2	45.7	33.3	47.1	51.0	47.0	49.2	51.4	53.8	34.5	38.5	42.9	54.4	41.1	50.8	52.9	46.5	58.2	53.3	46.4	51.7	40.1
By helping the staff to discover and use better instructional materials	48 4.9%	3.8	7.9	4.8	6.9	4.6	4.6	3.0	2.9	1.5	6.9	15.4	4.3	4.9	8.3	3.2	3.5	6.1	0.9	0.0	10.7	4.0	8.8
By continuous study of the factors in our program which affect learning or instruction and relating my findings to the staff.	69 7.0%	7.1	6.7	4.8	3.4	5.0	5.5	7.6	11.4	7.7	20.7	15.4	2.9	3.9	8.3	6.4	3.5	8.1	10.9	13.3	7.1	5.5	9.5
TOTALS D.N.A. 83 or 7.8%	983	715	267	21	87	239	217	132	105	65	29	13	70	103	168	187	85	99	110	30	28	600	147

An overwhelming response (48.2%) indicated that nearly half of all respondents believe the single most effective way they contribute to the improvement of the special education program is by "helping to create a climate in which teachers, individually or collectively, are encouraged to experiment and share ideas."

Following climate for innovation were: making the best use of available resources (

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provement of the special education program.

		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
00-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
7.6	15.4	28.6	16.5	23.8	26.2	23.5	22.2	17.3	13.3	21.4	22.5	26.5	23.3	20.4	23.3	25.0	26.9	30.4	25.2	21.3	21.5	25.3	20.4	24.5	15.4	60.0
.9	7.7	20.0	19.4	17.3	12.3	14.1	14.1	11.8	13.3	10.7	14.7	14.3	13.7	16.3	23.3	0.0	19.2	21.7	16.0	14.1	15.7	17.6	14.0	14.4	7.7	0.0
3.4	7.7	1.4	0.0	0.6	0.5	2.4	1.0	0.9	3.3	3.6	1.0	0.0	1.4	2.0	0.0	0.0	3.8	0.0	0.7	1.2	1.7	0.5	1.7	1.1	0.0	0.0
.0	0.0	0.0	1.0	0.6	0.5	0.0	2.0	0.0	3.3	0.0	0.7	0.7	0.0	0.0	0.0	0.0	3.8	0.0	0.3	0.4	2.5	0.3	0.6	1.1	3.8	0.0
.5	38.5	42.9	54.4	41.1	50.8	52.9	46.5	58.2	53.3	46.4	51.7	40.1	45.2	48.0	33.3	50.0	42.3	39.1	43.9	51.4	48.8	45.0	51.8	45.7	61.5	40.0
.9	15.4	4.3	4.9	8.3	3.2	3.5	6.1	0.9	0.0	10.7	4.0	8.8	2.7	5.1	10.0	0.0	3.8	4.3	8.2	3.5	3.3	5.4	4.7	3.2	3.8	0.0
.7	15.4	2.9	3.9	8.3	6.4	3.5	8.1	10.9	13.3	7.1	5.5	9.5	13.7	8.2	10.0	25.0	0.0	4.3	5.8	8.1	6.6	5.9	6.9	10.1	7.7	0.0
29	13	70	103	168	187	85	99	110	30	28	600	147	73	98	30	4	26	46	294	516	121	387	363	188	26	5

nearly half of all
ey contribute to the
helping to create a
ely, are encouraged

the best use of

available resources (23.1%) and helping individuals solve problems (15.2%).

Women administrators (7.9%) more so than men (3.8%) indicated that helping the staff to discover and use better instructional materials was an effective improvement. That choice was also more prevelant (15.4%) in 200,000+ school systems.

"Continuous study of the factors in our program which affect learning or instruction and relating my findings to the staff," had the highest response from administrators in very large districts.

Suggestions for further investigation:

If administrators truly believe that creating a "climate" is the most important contribution they can make in improving special education, it would seem important that "climate" receive some research attention in special education. Replication of O.C.D.Q. studies as well as those that seek to identify additional climate dimensions in special education would be helpful.

What kind of climate contributes most to improving instruction? That question should be of primary concern to researchers and administrators.

What impetus for innovations during the past three years has resulted in significant changes of practice in your special education program? (Question 66)

One constantly hears about innovations that have been adopted during recent years, but little is known about the impetus behind these adoptions. Since the administrator is ultimately the one who must approve changes, it was thought pertinent to discover to what source he attributes new ideas.

The data from t
(27.2%) as the main
than women (19.4%) g
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school system (8.4%)
the State Department
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The data from this questionnaire credits the professional staff (27.2%) as the main impetus for innovation. However, more men (30.2%) than women (19.4%) gave that response.

The next greatest impetus reported was federal funding (16.9%) In order, following federal funding, were consultants from outside the school system (8.4%), state funding (7.6%), local workshops (7.4%), and the State Department of Public Instruction (6.5%). All other alternatives rated below the 5% level with national professional conferences receiving the fewest tallies.

Differences between male and female administrators were slight. However, the very smallest and the very largest districts were less prone to credit the professional staff. The smallest districts named the last four sources previously mentioned all equally often (13.3%) and the largest districts named federal funding (30.8%) as the most important impetus.

Those with doctorates were less influenced by outside consultants and more moved by professional staff. Administrators with 20-29 years of administrative experience were influenced by federal funding most, then outside consultants and then, professional staff.

Suggestions for further investigation:

An obvious question is "Where do professional staff get their

Table 5 3. What impetus for innovations during the past three years has resulted in significant changes of practice in your special education program?

Impetus	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.
Professional staff	248 27.2%	30.2	19.4	13.3	25.3	30.0	25.9	29.1	26.5	29.5	31.0	15.4	29.0	30.6	22.2	25.9	29.1	25.8	29.5	32.3	34.5	30.0	17.9
College courses	16 1.8%	1.7	2.0	6.7	0.0	0.9	2.4	2.4	2.0	0.0	0.0	0.0	0.0	1.0	2.6	2.4	1.3	2.2	1.0	0.0	0.0	2.0	1.5
Professional reading	40 4.4%	4.2	4.7	6.7	7.6	3.7	4.4	3.9	4.1	3.3	3.4	7.7	6.5	3.1	5.9	7.1	1.3	3.2	2.9	0.0	3.4	5.2	2.2
Consultants from outside the school system	77 8.4%	8.3	8.7	13.3	10.1	11.1	8.3	1.6	6.1	6.6	6.9	7.7	8.1	16.3	9.8	7.1	3.8	8.6	3.8	6.5	3.4	8.6	11.2
National professional conventions	11 1.2%	0.9	2.0	0.0	0.0	0.9	0.5	0.8	1.0	6.6	0.0	0.0	0.0	1.0	0.0	0.6	1.3	1.1	1.9	3.2	3.4	1.3	0.7
State conferences	38 4.2%	4.1	4.3	6.7	5.1	5.1	5.4	4.7	0.0	1.6	0.0	0.0	6.5	4.1	7.2	4.1	3.8	6.5	1.0	0.0	0.0	4.0	6.0
Local workshops	68 7.4%	7.6	7.1	6.7	1.3	9.2	5.4	7.9	15.3	4.9	10.3	7.7	3.2	4.1	9.2	8.2	5.1	9.7	4.8	9.7	10.3	5.6	10.4
Central office staff	43 4.7%	5.2	3.6	0.0	7.6	3.2	6.3	2.4	7.1	3.3	3.4	0.0	3.2	5.1	3.9	4.1	6.3	5.4	5.7	3.2	0.0	4.0	6.0
Parents or other community contacts	18 2.0%	1.8	2.4	0.0	2.5	0.9	2.9	0.8	0.0	3.3	3.4	7.7	4.8	2.0	1.3	0.6	2.5	0.0	2.9	6.5	0.0	2.0	3.0
Federal research programs	22 2.4%	2.1	3.2	6.7	3.8	2.3	2.0	0.8	4.1	4.9	0.0	0.0	4.8	2.0	3.3	2.4	1.3	1.1	1.9	6.5	0.0	3.2	1.5
State departments of public instruction	59 6.5%	5.8	8.3	13.3	6.3	4.6	7.3	9.4	3.1	1.6	10.3	0.0	4.8	5.1	6.5	6.5	11.4	6.5	5.7	3.2	3.4	5.9	9.7
State funding	69 7.6%	7.1	8.7	6.7	16.5	7.8	4.4	10.2	5.1	9.8	6.9	15.4	9.7	12.2	7.2	4.1	8.9	6.5	8.6	6.5	6.9	7.9	9.0
Federal funding	154 16.9%	16.7	17.0	13.3	7.6	12.9	21.5	21.3	19.4	21.3	13.8	30.8	9.7	10.2	14.4	21.8	19.0	8.3	22.9	19.4	27.6	14.4	17.9
State legislative mandates	6 0.7%	0.8	0.4	0.0	0.0	1.4	0.0	1.6	0.0	1.6	0.0	0.0	1.6	0.0	1.3	0.6	0.0	1.1	1.0	0.0	0.0	0.9	0.0
Others	44 4.8%	3.5	8.3	6.7	6.3	6.0	3.4	3.1	6.1	1.6	10.3	7.7	8.1	3.1	5.2	4.7	5.1	4.3	6.7	3.2	6.9	5.0	3.0
TOTALS D.N.A. 153 or 14.4%	913	659	253	15	79	217	205	127	98	61	29	13	62	98	153	170	79	93	105	31	29	556	134

ideas?" In what ways are they influenced? What sources contribute to their knowledge base? How are these ideas communicated? Another set of questions might ask how other listed sources contribute an impetus to innovate. It would be interesting to find out what innovations were

stimulated by the vari
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influenced by the fed
ing programs?"

es of practice in your special education program?

		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years Experience As A Special Education Administrator				
000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
.0	15.4	29.0	30.6	22.2	25.9	29.1	25.8	29.5	32.3	34.5	30.0	17.9	21.7	28.0	35.7	66.7	16.7	18.9	18.9	31.4	33.3	22.8	31.2	29.5	13.0	60.0
.0	0.0	0.0	1.0	2.6	2.4	1.3	2.2	1.0	0.0	0.0	2.0	1.5	2.9	1.1	0.0	0.0	0.0	5.4	2.9	1.3	0.0	2.8	1.2	1.2	0.0	0.0
.4	7.7	6.5	3.1	5.9	7.1	1.3	3.2	2.9	0.0	3.4	5.2	2.2	5.8	2.2	0.0	0.0	4.2	2.7	4.0	3.6	8.3	3.9	5.3	4.0	4.3	0.0
.9	7.7	8.1	16.3	9.8	7.1	3.8	8.6	3.8	6.5	3.4	8.6	11.2	2.9	8.6	10.7	0.0	4.2	10.8	9.1	8.6	5.0	9.7	6.8	8.1	17.4	0.0
.0	0.0	0.0	1.0	0.0	0.6	1.3	1.1	1.9	3.2	3.4	1.3	0.7	1.4	1.1	3.6	0.0	0.0	0.0	0.0	2.3	0.0	1.1	0.9	1.7	4.3	0.0
.0	0.0	6.5	4.1	7.2	4.1	3.8	6.5	1.0	0.0	0.0	4.0	6.0	1.4	6.5	0.0	0.0	4.2	2.7	4.0	5.1	1.7	2.2	4.7	7.5	4.3	0.0
.3	7.7	3.2	4.1	9.2	8.2	5.1	9.7	4.8	9.7	10.3	5.6	10.4	5.8	14.0	3.6	0.0	20.8	8.1	8.4	7.6	2.5	7.0	6.8	9.8	4.3	0.0
.4	0.0	3.2	5.1	3.9	4.1	6.3	5.4	5.7	3.2	0.0	4.0	6.0	4.3	7.5	7.1	0.0	4.2	8.1	4.4	4.6	5.0	5.6	5.0	2.9	4.3	0.0
.4	7.7	4.8	2.0	1.3	0.6	2.5	0.0	2.9	6.5	0.0	2.0	3.0	0.0	1.1	7.1	0.0	0.0	0.0	2.2	1.7	3.3	1.9	1.8	1.2	4.3	0.0
.0	0.0	4.8	2.0	3.3	2.4	1.3	1.1	1.9	6.5	0.0	3.2	1.5	0.0	2.2	0.0	0.0	0.0	0.0	1.8	2.9	2.5	1.4	3.6	1.7	4.3	0.0
.3	0.0	4.8	5.1	6.5	6.5	11.4	6.5	5.7	3.2	3.4	5.9	9.7	8.7	3.2	7.1	0.0	8.3	10.8	8.[illegible]	5.3	5.8	6.4	5.3	8.7	4.3	20.0
.9	15.4	9.7	12.2	7.2	4.1	8.9	6.5	8.6	6.5	6.9	7.9	9.0	1.4	6.5	3.6	0.0	12.5	8.1	6.2	7.8	10.0	8.6	8.0	4.6	4.3	20.0
.8	30.8	9.7	10.2	14.4	21.8	19.0	8.3	22.9	19.4	27.6	14.4	17.9	33.3	14.0	21.4	33.3	16.7	18.9	24.0	12.4	17.5	21.4	13.4	14.5	21.7	0.0
.0	0.0	1.6	0.0	1.3	0.6	0.0	1.1	1.0	0.0	0.0	0.9	0.0	0.0	0.0	0.0	0.0	4.2	0.0	0.7	0.6	0.8	0.6	1.2	0.0	0.0	0.0
.3	7.7	8.1	3.1	5.2	4.7	5.1	4.3	6.7	3.2	6.9	5.0	3.0	10.1	4.3	0.0	0.0	4.2	5.4	5.1	4.8	4.2	4.5	4.7	4.6	8.7	0.0
29	13	62	98	153	170	79	93	105	31	29	556	134	69	93	28	3	24	37	275	475	120	359	337	173	23	5

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innovations were

stimulated by the various contributors, for what reasons and to what end. Another interesting question is "How much are the professional staff influenced by the federal government through the federally funded training programs?"

Table 54. How do you approach trying out new ideas?

Approach Used	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wi Schoo
Since I like to experiment, I constantly encourage and help individuals to try innovations.	317 30.2%	29.5	31.8	23.8	30.4	28.6	30.5	30.1	36.8	26.9	26.7	30.8	33.3	27.9	30.7	28.5	33.0	26.4	33.3	19.4	24.1	30.8	30.9
I encourage our staff to look for new ideas; individuals report them to our staff, we examine the research, discuss our situation and agree on how we can try out the proposed idea.	704 67.0%	68.2	64.0	66.7	68.5	67.5	67.8	69.2	62.3	65.7	73.3	61.5	61.3	68.5	68.2	68.0	64.8	71.8	65.0	74.2	75.9	66.6	65.8
I am inclined to think that more attention should be paid to the established special education program; too many new ideas tend to upset the program.	11 1.0%	0.5	2.4	4.8	0.0	1.2	0.8	0.0	0.0	3.0	0.0	7.7	2.7	0.9	0.6	1.5	0.0	1.8	0.8	3.2	0.0	0.6	2.6
Other	19 1.8%	1.8	1.7	4.8	1.1	2.8	0.8	0.7	0.9	4.5	0.0	0.0	2.6	2.7	0.6	2.0	2.2	0.0	0.8	3.2	0.0	2.1	0.7
TOTALS D.N.A. 15 or 1.4%	1051	764	286	21	92	252	236	143	114	67	30	13	75	111	176	200	88	110	120	31	29	640	152

How do you approach trying out new ideas? (Question 68)

A companion question to the one on impetus for innovations is that which asks, "How do you approach trying out new ideas? This presumes a role for the administrator of special education in actual implementation and then asks, "How?"

Of the three approaches given, the majority (67%) selected the second approach saying that they encouraged the staff to look for new ideas and then cooperatively tried to implement them.

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Those with the
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		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years Experience As A Special Education Administrator				
100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
26.7	30.8	33.3	27.9	30.7	28.5	33.0	26.4	33.3	19.4	24.1	30.8	30.9	31.6	29.6	19.4	20.0	26.7	44.9	31.0	28.5	28.1	32.0	29.4	28.4	25.9	20.0
73.3	61.5	61.3	68.5	68.2	68.0	64.8	71.8	65.0	74.2	75.9	66.6	65.8	63.3	68.5	80.6	80.0	70.0	49.0	66.5	68.6	69.6	64.4	67.8	69.7	74.1	80.0
0.0	7.7	2.7	0.9	0.6	1.5	0.0	1.8	0.8	3.2	0.0	0.6	2.6	0.0	0.9	0.0	0.0	3.3	2.0	1.3	0.9	0.7	1.4	1.0	0.5	0.0	0.0
0.0	0.0	2.6	2.7	0.6	2.0	2.2	0.0	0.8	3.2	0.0	2.1	0.7	5.0	0.9	0.0	0.0	0.0	4.1	1.2	2.1	1.5	2.2	1.8	1.5	0.0	0.0
30	13	75	111	176	200	88	110	120	31	29	640	152	79	108	31	5	30	49	316	544	135	416	385	201	27	5

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57%) selected the

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Three in ten said "Since I like to experiment, I constantly encourage and help individuals try innovations," and one in one hundred said, "I am inclined to think that more attention should be paid to the established special education program; too many ideas tend to upset the program."

Those with the greatest experience tended to be more staff centered (second option) as did those with higher levels of education. Multi-county intermediate units also tended to be high on staff encouragement

Table 5 5. I have an opportunity to explain and defend our plans before those who make the final decisions related to budget.

Response	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wid School
Yes	833 80.2%	83.3	71.8	68.2	72.7	79.3	79.7	87.1	85.8	85.1	61.3	76.9	71.6	76.6	80.0	80.2	81.4	86.1	85.6	73.3	86.7	78.6	79.7
No	206 19.8%	16.7	28.2	31.8	27.3	20.7	20.3	12.9	14.2	14.9	38.7	23.1	28.4	23.4	20.0	19.8	18.6	13.9	14.4	26.7	13.3	21.4	20.3
TOTALS D.N.A. 27 or 2.5%	1039	754	284	22	88	251	232	140	113	67	31	13	74	111	175	197	86	108	118	30	30	630	153

(80.6%).

Little difference was revealed by the other comparisons.

Suggestions for further investigation:

It is possible that the second approach is a programmed response because of the strong emphasis on democratic administration in the literature. On the other hand, there is some evidence that special education, more so than general education, is experienced in the team approach to trying out new methods. Case studies of how administrators actually try out new ideas would be helpful to others interested in this process. In addition, the relationship between preferred approaches and behavioral, value, and philosophy orientations might have general value for administration. Process behavior (approach) might well be considered an explicit effectiveness criterion. Ultimate relationships

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			Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years Experience As A Special Education Administrator				
9	00,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
	61.3	76.9	71.6	76.6	80.0	80.2	81.4	86.1	85.6	73.3	86.7	78.6	79.7	87.2	83.0	90.3	100.0	70.0	70.2	75.2	82.3	86.7	75.6	82.7	83.6	92.6	100.0
	38.7	23.1	28.4	23.4	20.0	19.8	18.6	13.9	14.4	26.7	13.3	21.4	20.3	12.8	17.0	9.7	0.0	30.0	29.8	24.8	17.7	13.3	24.4	17.3	16.4	7.4	0.0
	31	13	74	111	175	197	86	108	118	30	30	630	153	78	106	31	5	30	47	314	537	135	414	381	195	27	5

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between approach and organizational performance remains to be demonstrated in education.

I have an opportunity to explain and defend our plans before those who make the final decisions related to budget. (Question 62)

The opportunity to explain and defend the special education budget before those who make the final decisions related to the budget is essential to a clear understanding of priority and needs.

Since those who administer special programs are usually in competition for scarce resources, personal contact becomes even more important.

This study reveals that four out of five administrators have an opportunity to explain and defend their budget, but there is some variance when certain factors are taken into account.

Men (83.3%) are given greater opportunities than are women (71.8%). Those with larger programs are more involved in explaining and defending than are those in smaller ones. Those with higher degrees and those with more experience are more involved than those with lesser degrees and experience.

Intermediate units and cooperatives allow special education administrators to explain and defend budgets more than do local and county districts.

Suggestions for further investigation:

Tables 45 and 55 when viewed together point out a dicotomy that seems to exist between planning and budgeting, a strange paradox for functions that are so closely related. The data appears to indicate that administrators of special education are permitted to plan programs, but not always be involved in the budgeting process to explicate those plans.

If this data is correct, it presents a problem that could be very serious and begs further investigation.

CHAPTER VII

ORGANIZATIONAL CHARACTERISTICS OF THE SPECIAL EDUCATIO

In many ways, the special education program is shaped by the environment in wh
and the character of its population, the type and size of the administrative unit,
at which they are offered are all factors which serve to differentiate special edu
the impact of these factors, the following questions were asked.

Are you employed by: (a) Local school district, (b) County-wide school district, (c) Educational cooperative unit, (d) County intermediate, (e) Multi-county intermediate, (f) Local school and university, or (g) other? (Question 8)

Of the total sample (1066), 61.1% or 648 of the respondents were employed by local school districts, 14.9% or 158 by county-wide school districts, 10.3% or 109 by county intermediate districts, 7.5% or 79 by educational cooperative units, 2.9% or 31 by multi-county units, .5% or 5 by local school and university cooperative and 2.8% or 30 by "other."

Six respondents failed to designate their employer.

The largest percentage discrepancy between male and female employment patterns was i
23.5% of the female
male. However, thi
and women employed

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largest categories
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The smallest c
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sified as "other."

CHAPTER VII

TIONAL CHARACTERISTICS OF THE SPECIAL EDUCATION PROGRAM

tion program is shaped by the environment in which it exists. The type of community
the type and size of the administrative unit, the number of programs and the levels
ctors which serve to differentiate special education programs. In order to explore
lowing questions were asked.

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nty intermediate,
university, or

e respondents were
county-wide school
ricts, 7.5% or 79 by
county units, .5%
2.8% or 30 by "other."
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e and female employment patterns was in the county-wide school districts which employed 23.5% of the female administrative work force but only 11.6% of the male. However, this was the only unit where the actual "number" of men and women employed was the same.

Throughout the comparisons, it will be noted that the smallest and largest categories of the variable "Total Average Daily Membership" tend to vary considerably. Possibly, this can be accounted for by looking at the constituency of those samples.

The smallest category, 1-999, differs from other categories by having the large percentage (17.4%) of persons whose employers are classified as "other." This is three times more "others" than the next

Table 56. Are you employed by?

Employer	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Edu							
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	25
Local School District	648 61.1%	62.1	58.4	56.5	79.3	76.0	62.4	54.9	43.0	45.6	45.2	25.0	72.7	75.7	65.5	66.3	56.7	47.7	52.1	5
County-Wide School District	158 14.9%	11.6	23.5	13.0	13.0	12.8	11.8	13.4	20.2	26.5	19.4	16.7	14.3	13.0	13.6	11.1	14.4	15.6	17.6	1
Educational Cooperative Unit	79 7.5%	8.5	4.8	0.0	2.2	5.4	8.0	10.6	13.2	11.8	6.5	0.0	2.6	3.5	6.8	10.1	10.0	15.6	8.4	
County Intermediate	109 10.3%	11.1	8.2	13.0	4.3	3.5	10.1	10.6	14.9	11.8	22.6	58.3	3.9	4.3	7.3	7.0	10.0	11.9	16.0	1
Multi-County Intermediate	31 2.9%	3.5	1.4	0.0	0.0	1.2	5.9	4.9	3.5	1.5	0.0	0.0	1.3	1.7	3.4	4.0	2.2	4.6	2.5	
Local School and University	5 0.5%	0.7	0.0	0.0	0.0	0.0	0.8	0.0	0.9	0.0	3.2	0.0	0.0	0.0	1.1	0.5	1.1	0.0	0.8	
Other	30 2.8%	2.5	[illegible]	17.4	1.1	1.2	0.8	5.6	4.4	2.9	3.2	0.0	5.2	1.7	2.3	1.0	5.6	4.6	2.5	
TOTALS	1060	766	293	23	92	258	237	142	114	68	31	12	77	115	177	199	90	109	119	

largest category

The largest category, 200,000+, is uniquely different in that nearly three-fifths (58.3%) of the constituency in that category are county intermediate school districts.

Both the smallest and the largest are much more homogeneous than the other categories.

Suggestions for further investigation:

It is quite probable that variables other than those chosen for this study would better discriminate between types of employing units. There appears to be unique differences which would be accounted for in the way different un

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rage Daily Membership							Total Average Daily Membership - Special Education									Highest Degree Attained				Years of Experience As A Special Education Administrator				
14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
.4	54.9	43.0	45.6	45.2	25.0	72.7	75.7	65.5	66.3	56.7	47.7	52.1	54.8	50.0	57.1	58.4	62.2	65.2	56.1	64.1	64.4	60.7	80.0
8	13.4	20.2	26.5	19.4	16.7	14.3	13.0	13.6	11.1	14.4	15.6	17.6	19.4	23.2	8.2	16.1	15.7	11.1	16.7	12.1	14.9	21.4	20.0
0	10.6	13.2	11.8	6.5	0.0	2.6	3.5	6.8	10.1	10.0	15.6	8.4	3.2	0.0	4.1	8.4	7.3	7.4	11.7	5.4	4.5	0.0	0.0
1	10.6	14.9	11.8	22.6	58.3	3.9	4.3	7.3	7.0	10.0	11.9	16.0	16.1	26.7	16.3	10.9	9.3	10.4	7.9	11.9	12.4	14.3	0.0
9	4.9	3.5	1.5	0.0	0.0	1.3	1.7	3.4	4.0	2.2	4 6	2.5	0.0	0.0	6.1	2.8	2.9	2.2	4.1	3.1	1.0	0.0	0.0
8	0.0	0.9	0.0	3.2	0.0	0.0	0.0	1.1	0.5	1.1	0.0	0.8	0.0	0.0	0.0	0.3	0.4	0.7	0.7	0.5	0.0	0.0	0.0
8	5.6	4.4	2.9	3.2	0.0	5.2	1.7	2.3	1.0	5.6	4.6	2.5	6.5	0.0	8.2	3.1	2.2	3.0	2.9	2.8	3.0	3.6	0.0
7	142	114	68	31	12	77	115	177	199	90	109	119	31	30	49	322	547	135	419	387	202	28	5

fferent in that
that category are

e homogeneous than

those chosen for
of employing units.
be accounted for in

the way different units are organized, funded, staffed, etc. The whole question of "effectiveness" of "different" types of organizations in special education needs thorough investigation, if not in a comparative study at least on some "quality" basis.

What is the total pupil enrollment A.D.M. (Fall 1969) of the school district(s) you serve? (Question 2)

The median size of the unit of the 983 respondents who supplied A.D.M. was 8,000-14,999 students. About one in four of the respondents were in a unit of that size; 37.9% of the respondents were in smaller

Table 5 7. What is the total pupil enrollment A.D.M. (Fall 1969) of the school district(s) you serve?

Average Daily Membership	Total Sample	Sex		Total Average Daily Membership - Special Education									Employed By					
		Male	Female	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School and Unive
1-999	23 2.3%	2.2	2.7	16.4	0.0	2.4	1.6	0.0	0.9	0.0	0.0	0.0	2.1	2.1	0.0	3.2	0.0	0.0
1,000-2,999	92 9.4%	8.0	13.0	41.1	28.2	11.8	2.6	2.3	0.0	0.9	0.0	0.0	12.1	8.3	2.7	4.3	0.0	0.0
3,000-7,999	258 26.2%	27.5	23.0	41.1	63.6	40.0	26.9	20.5	8.3	0.0	3.4	0.0	32.4	22.9	18.7	9.6	10.3	0.0
8,000-14,999	240 24.4%	25.0	22.6	0.0	6.4	36.5	39.4	26.1	30.3	17.1	3.4	10.0	24.5	19.4	25.3	25.5	48.3	50.0
15,000-24,999	144 14.6%	15.8	11.5	0.0	1.8	5.3	19.2	28.4	30.3	23.1	3.4	0.0	12.9	13.2	20.0	16.0	24.1	0.0
25,000-49,999	114 11.6%	11.9	10.7	0.0	0.0	2.9	8.3	19.3	20.2	30.8	24.1	3.3	8.1	16.0	20.0	18.1	13.8	25.0
50,000-99,999	68 6.9%	6.0	9.6	1.4	0.0	0.6	1.0	2.3	8.3	20.5	44.8	26.7	5.1	12.5	10.7	8.5	3.4	0.0
100,000-199,999	31 3.2%	2.9	3.8	0.0	0.0	0.6	1.0	0.0	0.0	7.7	20.7	33.3	2.3	4.2	2.7	7.4	0.0	25.0
200,000+	13 1.3%	0.7	3.1	0.0	0.0	0.0	0.0	1.1	1.8	0.0	0.0	26.7	0.5	1.4	0.0	7.4	0.0	0.0
TOTALS D.N.A. 83 or 7.8%	983	721	261	73	110	170	193	88	109	117	29	30	605	144	75	94	29	4

units and 37.6% were in larger.

In the smallest category, 1-999, fourteen were local school districts, three were county-wide school districts, three were county intermediate districts and four were some "other" type of unit.

The largest category, 200,000+, contained three local school districts, two county-wide school districts and seven county intermediate districts.

When comparing size of the district with the type of unit (employer), we find that 46.6%

A.D.M. category in

tricts, 21.4% of th

intermediate units,

four reported local

Viewed differe

categories, county-

units 53.4%, county

of the school district(s) you serve?

erage Daily Membership - Special Education							Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
2.4	1.6	0.0	0.9	0.0	0.0	0.0	2.1	2.1	0.0	3.2	0.0	0.0	15.4	2.4	3.7	2.0	0.8	2.1	2.5	2.1	3.8	0.0
1.8	2.6	2.3	0.0	0.9	0.0	0.0	12.1	8.3	2.7	4.3	0.0	0.0	3.8	26.2	8.7	8.7	7.7	10.1	9.3	7.9	11.5	0.0
0.0	26.9	20.5	8.3	0.0	3.4	0.0	32.4	22.9	18.7	9.6	10.3	0.0	11.5	19.0	29.5	26.8	20.0	26.0	29.3	22.6	15.4	0.0
6.5	39.4	26.1	30.3	17.1	3.4	10.0	24.5	19.4	25.3	25.5	48.3	50.0	7.7	21.4	27.5	24.0	18.5	29.6	20.3	24.2	7.7	40.0
5.3	19.2	28.4	30.3	23.1	3.4	0.0	12.9	13.2	20.0	16.0	24.1	0.0	30.8	14.3	12.8	13.8	23.1	14.7	13.8	16.3	3.8	40.0
2.9	8.3	19.3	20.2	30.8	24.1	3.3	8.1	16.0	20.0	18.1	13.8	25.0	19.2	7.1	10.4	13.6	7.7	10.8	13.2	10.0	11.5	0.0
0.6	1.0	2.3	8.3	20.5	44.8	26.7	5.1	12.5	10.7	8.5	3.4	0.0	7.7	7.1	3.0	7.5	13.8	4.9	7.0	7.9	30.8	20.0
0.6	1.0	0.0	0.0	7.7	20.7	33.3	2.3	4.2	2.7	7.4	0.0	25.0	3.8	2.4	3.4	3.0	3.8	1.5	3.7	4.7	11.5	0.0
0.0	0.0	1.1	1.8	0.0	0.0	26.7	0.5	1.4	0.0	7.4	0.0	0.0	0.0	0.0	1.0	0.8	4.6	0.3	0.8	4.2	3.8	0.0
170	193	88	109	117	29	30	605	144	75	94	29	4	26	42	298	508	130	388	355	190	26	5

re local school dis-
three were county
type of unit.
ree local school dis-
county intermediate

type of unit (employer),

we find that 46.6% of the local school districts fall below the median A.D.M. category in the study, as do 33.3% of the county-wide school districts, 21.4% of the education cooperative units, 17.1% of the county intermediate units, 10.3% of the multi-county units, and none of the four reported local school districts and university cooperatives.

Viewed differently, local schools comprise 28.9% of the larger categories, county-wide school districts 47.3%, educational cooperative units 53.4%, county intermediate units 57.4%, multi-county intermediate units 41.3%, and local school district and university cooperative 50%.

Those administrators with doctorates tend to be employed in the larger units; 28.5% below the median, 18.5% within the median and 53% above the median. Those with bachelor's degrees tend to be employed in smaller units; 47.6% below the median, 21.4% within the median, and 30.9% above the median.

Administrators of special education with the most years of experience are employed in the larger units. Of those with 30 or more years of experience, (five in this study), 40% were in the median category and 60% were in categories above the median. Respondents with 20-29 years of experience were distributed; 61.4% above the median and 30.7% below. The group with 10-19 years of experience were distributed; 32.6% below the median, 24.2% within the median and 43.1% above the median. Special education administrators with 4-9 years of experience were distributed; 31.1% below the median, 20.3% within the median and 38.5% above the median. Responses from administrators with 1-3 total years experience indicated that 38.2% were employed in units below the median category (8,000-14,999), 29.6% within the median and 32.2% in the categories above the median.

Suggestions for further investigation:

As yet, there have been few studies in special education that relate

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the size of the unit,
questions of efficien

How would you characte
program(s)] serves?

As you will note
are found in every ty
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ended for respondents
other types were ment

The majority of
in small cities with
percentage (15.3% or
and 7.2% or 75 were i

Women tended mos
small cities (49.8%)
small towns (14.8%),

As would be expe
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also true of the larg
and those with the mo

y cooperative 50%.
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he median and 53%
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st years of experi-
h 30 or more years
median category
dents with 20-29
e median and 30.7%
e distributed; 32.6%
above the median.
xperience were dis-
edian and 38.5%
h 1-3 total years
ts below the median
32.2% in the cate-

education that relate

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the size of the unit, the size of the program or the type of the unit to questions of efficiency or effectiveness.

How would you characterize the community which your school district [or program(s)] serves? (Question 6)

As you will note from studying Table 58, special education programs are found in every type of local setting. The question that explored the character of the community listed six categories and remained open-ended for respondents to mention other types. You will note that 12 other types were mentioned in that way.

The majority of the respondents (48.9% or 512) administer programs in small cities with a population of 10,000-500,000. The next highest percentage (15.3% or 160) was in small towns of 1,000-10,000 population and 7.2% or 75 were in large cities of 500,000+ populations.

Women tended most often to be employed in: small towns (16.7%), small cities (49.8%) and large cities (9.8%). Men were employed in: small towns (14.8%), small cities (48.5%) and large cities (6.2%).

As would be expected, the larger units (A.D.M.) were found in the totally incorporated areas with the exception of county units. That is also true of the larger programs, the administrators with doctorates and those with the most years of special education administration.

Table 58. How would you characterize the community which your school district [or program (s)] serves?

Characterization	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County- Sch
Large city-500,000+	75 7.2%	6.2	9.8	4.3	1.1	0.8	2.5	2.1	4.4	28.8	67.7	58.3	1.3	0.0	2.8	4.1	1.1	4.6	11.8	35.5	50.0	7.8	7.1
Small city- 10,000 to 50,000	512 48.9%	48.5	49.8	26.1	21.3	56.6	56.1	61.1	52.2	43.9	3.2	8.3	29.3	47.8	51.4	54.6	52.2	56.5	56.3	32.3	23.3	65.5	34.
Small city-less than 10,000	62 5.8%	7.0	2.7	0.0	1.1	3.6	7.2	9.8	9.7	6.0	6.4	0.0	1.3	3.6	5.6	7.6	6.6	10.2	5.0	3.2	6.6	3.3	7.7
Small town- 1,000 to 10,000	229 21.9%	22.3	20.9	39.1	59.4	27.4	19.1	14.0	8.9	4.5	3.2	0.0	50.7	35.5	26.0	15.7	14.4	17.5	10.9	6.5	0.0	16.2	21.
Village-100 to 1,000	10 1.0%	0.7	1.7	4.3	1.1	1.6	0.4	0.7	0.9	0.0	0.0	0.0	4.0	0.9	1.7	0.0	0.0	1.8	0.0	0.0	0.0	0.8	2.
Rural-mostly farm	31 3.0%	3.2	2.4	8.7	4.5	2.7	3.4	4.2	0.9	0.0	0.0	0.0	5.3	0.0	2.8	6.1	6.7	0.0	2.5	0.0	0.0	1.1	7.1
Rural-not farm	34 3.2%	3.2	3.5	8.7	6.7	3.5	3.8	0.7	3.5	3.0	3.2	0.0	5.3	4.4	1.7	5.6	3.3	1.9	0.8	6.5	0.0	2.8	4.
County	14 1.3%	1.2	1.7	0.0	0.0	0.8	0.8	0.0	2.6	1.5	6.5	16.7	0.0	1.8	0.0	0.5	2.2	0.9	0.0	6.5	16.7	0.2	2.6
Other	80 7.7%	7.8	7.3	8.7	4.5	3.1	6.8	7.6	16.8	12.1	9.7	16.7	2.7	6.2	7.9	5.6	13.3	6.5	12.6	9.7	3.3	2.5	13.4
TOTALS D.N.A. 19 or 1.8%	1047	759	287	23	89	256	237	144	113	66	31	12	75	113	177	196	90	108	119	31	30	640	156

Suggestions for further investigation:

Comparison with census or other school enrollment data would answer the question: "Is special education evenly or proportionately distributed throughout the American public school system?

How would you characterize your school district population? (Question 7)

Evidence is mounting to substantiate the contention that the United States is rapidly becoming more pluralistic.

This phenomenon has many overtones for special education, especially

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Slightly more
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ground. Twenty-one

)] serves?

,999		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
67.7	58.3	1.3	0.0	2.8	4.1	1.1	4.6	11.8	35.5	50.0	7.8	7.1	3.9	8.6	0.0	25.0	3.4	4.1	6.0	7.0	11.0	4.1	8.9	9.5	14.8	20.0
3.2	8.3	29.3	47.8	51.4	54.6	52.2	56.5	56.3	32.3	23.3	65.5	34.0	16.9	11.4	16.1	25.0	31.0	38.8	46.3	49.0	58.1	48.1	47.9	49.3	55.6	80.0
6.4	0.0	1.3	3.6	5.6	7.6	6.6	10.2	5.0	3.2	6.6	3.3	7.7	13.0	11.5	12.9	25.0	0.0	4.0	7.6	6.2	2.2	5.6	4.8	8.0	3.7	0.0
3.2	0.0	50.7	35.5	26.0	15.7	14.4	17.5	10.9	6.5	0.0	16.2	21.2	41.6	32.4	45.3	25.0	34.4	30.5	25.1	20.5	16.9	26.5	20.7	16.4	18.5	0.0
0.0	0.0	4.0	0.9	1.7	0.0	0.0	1.8	0.0	0.0	0.0	0.8	2.5	0.0	1.0	0.0	0.0	0.0	2.0	0.9	1.1	0.0	0.4	1.0	1.5	0.0	0.0
0.0	0.0	5.3	0.0	2.8	6.1	6.7	0.0	2.5	0.0	0.0	1.1	7.1	3.9	6.7	9.7	0.0	0.0	2.0	4.4	2.8	0.0	3.8	2.1	3.5	0.0	0.0
3.2	0.0	5.3	4.4	1.7	5.6	3.3	1.9	0.8	6.5	0.0	2.8	4.5	5.2	4.8	0.0	0.0	0.0	8.2	3.2	2.8	3.7	2.6	3.2	4.0	3.7	0.0
6.5	16.7	0.0	1.8	0.0	0.5	2.2	0.9	0.0	6.5	16.7	0.2	2.6	0.0	6.6	0.0	0.0	0.0	2.0	1.0	1.3	2.2	1.4	0.8	2.5	0.0	0.0
9.7	16.7	2.7	6.2	7.9	5.6	13.3	6.5	12.6	9.7	3.3	2.5	13.4	15.6	15.3	16.1	0.0	31.0	8.2	5.4	9.4	5.9	6.8	10.6	5.5	3.7	0.0
31	12	75	113	177	196	90	108	119	31	30	640	156	77	105	31	4	29	49	315	541	136	416	380	201	27	5

ment data would answer

portionately distrib-

pulation? (Question 7)

ention that the United

l education, especially

in the area of leadership. To better understand the emergent nature of this pluralism, a question was raised to probe the character of the school population. Respondents were asked to check one of five categories that best described the cultural background of their school district population.

Slightly more than one out of three respondents (35.6%) reported a wide diversity of cultural background in the population that they served, and more than 23% reported some diversity of cultural background. Twenty-one percent checked "typical heterogeneous community."

Table 59. How would you characterize your school district population?

Characterization	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.
Wide diversity in cultural background	374 35.6%	34.5	38.2	26.1	16.7	26.1	32.9	33.6	40.7	67.2	74.2	84.6	22.7	21.9	26.4	37.1	43.[illegible]	33.6	40.8	54.8	80.0	31.7	43.9
Some diversity in cultural background	250 23.8%	23.9	23.6	26.1	27.8	26.1	26.6	23.8	29.2	11.9	6.5	7.7	14.7	31.6	24.7	24.9	29.5	27.3	21.7	19.4	3.3	23.6	23.2
Homogeneous cultural backgrounds; predominantly disadvantaged	63 6.0%	6.0	5.9	0.0	17.8	6.2	6.3	4.9	0.0	0.0	6.5	0.0	9.3	6.1	9.6	5.1	4.5	5.5	4.2	0.0	6.7	5.3	9.0
Homogeneous cultural backgrounds; few disadvantaged	141 13.4%	14.2	11.5	21.7	15.6	19.5	16.5	12.6	4.4	10.4	3.2	0.0	26.7	15.8	18.0	14.7	4.5	12.7	11.7	9.7	0.0	17.5	5.2
Typical heterogeneous community	224 21.3%	21.5	20.8	26.1	22.2	22.2	17.7	25.2	25.7	10.4	9.7	7.7	26.7	24.6	21.3	18.3	18.2	20.9	21.7	16.1	10.0	21.9	18.7
TOTALS D.N.A. 14 or 1.3%	1052	763	288	23	90	257	237	143	113	67	31	13	75	114	178	197	88	110	120	31	30	644	155

Sixty-three respondents (6%) said they administered programs in communities that were homogeneous, but predominately disadvantaged, while 13.4% reported homogeneous cultural populations with few disadvantaged.

Little difference was noted when comparisons were made utilizing the variables sex or years of experience, but interesting differences appeared in size of program, type of employer and highest degree obtained.

In general, the larger the special education program, the greater the diversity of cultural background.

When comparing the variable "highest degree attained" to communities

with a homogeneous bac

In "homogeneous popula

of the respondent grou

who have the doctorate

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tention of some that t

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receives service.

		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
0-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
.2	84.6	22.7	21.9	26.4	37.1	43.2	33.6	40.8	54.8	80.0	31.7	43.9	35.9	44.8	16.1	60.0	56.7	38.0	33.2	36.5	35.8	33.9	37.6	35.6	44.4	20.0
.5	7.7	14.7	31.6	24.7	24.9	29.5	27.3	21.7	19.4	3.3	23.6	23.2	28.2	21.0	29.0	20.0	20.0	14.0	22.5	26.7	17.5	22.6	23.0	25.7	33.3	40.0
.5	0.0	9.3	6.1	9.6	5.1	4.5	5.5	4.2	0.0	6.7	5.3	9.0	5.1	4.8	16.1	0.0	3.3	14.0	8.5	3.9	5.8	8.4	5.0	3.5	3.7	0.0
.2	0.0	26.7	15.8	18.0	14.7	4.5	12.7	11.7	9.7	0.0	17.5	5.2	10.3	9.5	6.5	0.0	0.0	8.0	10.8	13.8	20.4	14.7	12.3	12.9	11.1	20.0
.7	7.7	26.7	24.6	21.3	18.3	18.2	20.9	21.7	16.1	10.0	21.9	18.7	20.5	20.0	32.3	20.0	20.0	26.0	25.0	19.2	20.4	20.4	22.2	22.3	7.4	20.0
31	13	75	114	178	197	88	110	120	31	30	644	155	78	105	31	5	30	50	316	543	137	416	383	202	27	5

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with a homogeneous background, a rather paradoxical statistic emerges. In "homogeneous population, predominantly disadvantaged," the percentage of the respondent group with bachelor degrees is 14% compared to 5.8% who have the doctorate. In communities with a homogeneous population, predominantly not disadvantaged, the bachelors' group percentage is 8 compared to 20.4% of the doctorates. This seems to reinforce the contention of some that those who have the greatest needs are often slighted because "need" is often not the most compelling determinent of who receives service.

Table 6 0. What is the total enrollment in the special education program(s)? (A.D.M. Fall 1969)

Average Daily Membership	Total Sample	Sex		Total Average Daily Membership									Employed By					
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local Sc and U
1-49	77 8.1%	6.4	12.6	60.0	33.7	12.1	0.0	0.0	0.0	1.7	0.0	0.0	9.5	8.1	2.7	3.4	3.7	0.0
50-99	115 12.1%	11.9	12.6	0.0	34.8	28.2	3.1	1.5	0.0	0.0	0.0	0.0	14.8	11.0	5.3	5.6	7.4	0.0
100-199	178 18.7%	20.6	13.4	20.0	22.5	27.4	27.6	6.7	4.8	1.7	3.6	0.0	19.7	17.6	16.0	14.6	22.2	40.0
200-399	200 21.0%	22.3	16.9	15.0	5.6	21.0	33.8	27.6	15.4	3.3	7.1	0.0	22.4	16.2	26.7	15.7	29.6	20.0
400-599	91 9.5%	9.2	10.6	0.0	2.2	7.3	10.2	18.7	16.3	3.3	0.0	9.1	8.7	9.6	12.0	10.1	7.4	20.0
600-999	110 11.5%	11.5	11.8	5.0	0.0	3.6	14.7	24.6	21.2	15.0	0.0	18.2	8.8	12.5	22.7	14.6	18.5	0.0
1,000-2,499	121 12.7%	12.2	14.2	0.0	1.1	0.0	8.9	20.1	34.6	40.0	32.1	0.0	10.5	15.4	13.3	21.3	11.1	20.0
2,500-4,999	31 3.3%	3.0	3.9	0.0	0.0	0.4	0.4	0.7	6.7	21.7	21.4	0.0	2.9	4.4	1.3	5.6	0.0	0.0
5,000+	30 3.1%	2.9	3.9	0.0	0.0	0.0	1.3	0.0	1.0	13.3	35.7	72.7	2.6	5.1	0.0	9.0	0.0	0.0
TOTALS D.N.A. 113 or 10.6%	953	698	254	20	89	248	225	134	104	60	28	11	588	136	75	89	27	5

Suggestions for further investigation:

Further study of this phenomenon, especially as it relates to program and staff quality, is clearly needed as exceptionalities tend to be exaggerated among the disadvantaged.

What is the total enrollment in the special education program(s)? (A.D.M. Fall 1969) (Question 3)

The median size of the special education programs in this study was

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cation program(s)? (A.D.M. Fall 1969)

Total Average Daily Membership							Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
12.1	0.0	0.0	0.0	1.7	0.0	0.0	9.5	8.1	2.7	3.4	3.7	0.0	14.8	20.5	7.3	8.7	3.3	9.3	6.7	7.4	4.3	0.0
28.2	3.1	1.5	0.0	0.0	0.0	0.0	14.8	11.0	5.3	5.6	7.4	0.0	7.4	20.5	14.6	11.1	6.6	13.2	13.9	6.9	13.0	0.0
27.4	27.6	6.7	4.8	1.7	3.6	0.0	19.7	17.6	16.0	14.6	22.2	40.0	14.8	9.1	20.6	18.1	20.7	19.1	20.0	17.1	13.0	0.0
21.0	33.8	27.6	15.4	3.3	7.1	0.0	22.4	16.2	26.7	15.7	29.6	20.0	7.4	22.7	22.3	21.7	13.2	25.1	19.1	17.7	8.7	20.0
7.3	10.2	18.7	16.3	3.3	0.0	9.1	8.7	9.6	12.0	10.1	7.4	20.0	18.5	9.1	9.8	9.5	9.9	10.3	8.7	8.6	8.7	40.0
3.6	14.7	24.6	21.2	15.0	0.0	18.2	8.8	12.5	22.7	14.6	18.5	0.0	18.5	4.5	10.8	11.5	16.5	11.1	10.4	15.4	13.0	0.0
0.0	8.9	20.1	34.6	40.0	32.1	0.0	10.5	15.4	13.3	21.3	11.1	20.0	11.1	11.4	10.8	12.7	17.4	9.0	15.1	14.9	8.7	20.0
0.4	0.4	0.7	6.7	21.7	21.4	0.0	2.9	4.4	1.3	5.6	0.0	0.0	7.4	2.3	2.1	3.8	4.1	0.8	4.6	4.0	17.4	20.0
0.0	1.3	0.0	1.0	13.3	35.7	72.7	2.6	5.1	0.0	9.0	0.0	0.0	0.0	0.0	1.7	3.0	8.3	2.1	1.4	8.0	13.0	0.0
248	225	134	104	60	28	11	588	136	75	89	27	5	27	44	287	497	121	387	345	175	23	5

as it relates to pro-

tionalities tend to

tion program(s)?

grams in this study was

200-399 students A.D.M. Two hundred (21%) of the responses were distributed in that category. Thus, the average program would contain about 300 children.

Women tend to administer slightly larger programs than do men (44.4%) of the women above the median; 38.8% of the men).

As would be expected, the larger the attendance unit, the larger the special education program.

There appears to be a strong relationship between placement of persons with highest degrees and the size of the program. Fifty-six percent of those with doctorates are employed in programs larger than the median, as opposed to 40.5% of those with a master's degree plus a year, 35.2% of those with a master's degree and 27.3% of those possessing only a bachelor's degree.

As revealed in other tables, those with the most years of administrative experience are employed by the largest districts.

Suggestions for further investigation:

Is there a relationship between the "quality" of the special education programs, the training level of the administrator or the size of the programs?

How would you characterize the basic organizational pattern of the special education classes? (Question 5)

Professionals in special education have for many years been concerned with organizational arrangements that enhance the educational opportunities for children. In this regard, there has been considerable experimentation in varying the organizational pattern of the classes.

In the question that provided data for this discussion, special education administrators were asked to characterize the basic organizational pattern of their special education classes. Places to check

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check "other" and spec

From the data, th
classrooms (43.3%). F
grated classroom (28.
classrooms (19.3%).

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Women (7.3%) tended m
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men (2.7%).

In general, the
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Suggestions for furth

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self-contained or integrated were provided and the third option was to check "other" and specify what "other" was.

From the data, the most popular arrangement was self-contained classrooms (43.3%). Following self-contained arrangements were integrated classroom (28.1%) and then both self-contained and integrated classrooms (19.3%).

A basic self-contained classroom organization appeared to be utilized more by women administrators (49.5%) than men (42.9%) with the reverse holding true for integrated classes (31.5% men; 20.5% women). Women (7.3%) tended more often to direct programs that have integrated high school classes and self-contained elementary classes than did men (2.7%).

In general, the smaller the program, the more apt the classes are to be basically self-contained. The median size programs are the ones most apt to utilize resource rooms and itinerate teachers as their basic organizational patterns although few of these patterns were reported (five programs were basically resource rooms and three were basically itinerate).

Suggestions for further investigation:

It is not clear from either this or other investigations just what impact various organizational arrangements have upon teaching or learning

Table 6 1. How would you characterize the basic organizational pattern of the special education classes?

Organizational Pattern	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	Coun
Self-contained	451 43.3%	42.9	44.4	45.5	49.5	46.5	34.0	40.8	44.1	44.6	53.3	50.0	57.9	55.8	43.3	45.2	39.6	36.4	36.4	37.9	35.7	42.4	45
Integrated	293 28.1%	31.1	20.5	22.7	33.0	28.9	34.9	30.3	29.7	16.9	6.7	0.0	32.9	21.2	33.1	28.6	27.5	30.9	27.1	10.3	14.3	28.7	21
Both	201 19.3%	18.7	20.8	22.7	14.3	17.2	20.2	17.6	21.6	26.2	30.0	10.0	5.3	18.6	16.9	18.6	22.0	22.7	22.9	27.6	35.7	20.6	21
Integrated in high school; self-contained in elementary school	42 4.0%	2.7	7.3	4.5	3.3	3.9	5.5	4.2	1.8	4.6	0.0	20.0	3.9	2.7	2.2	4.0	2.2	4.5	5.1	6.9	7.1	4.4	5
Resource rooms	5 0.5%	0.4	0.7	0.0	0.0	0.4	1.3	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.1	0.9	1.7	0.0	0.0	0.3	0
Itinerate	3 0.3%	0.3	0.3	0.0	0.0	0.0	0.4	0.7	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.5	1.1	0.0	0.8	0.0	0.0	0.0	0
Other	47 4.5%	4.0	5.9	4.5	0.0	3.1	3.8	5.6	1.8	7.7	10.0	20.0	0.0	1.8	4.5	3.0	6.6	4.5	5.9	17.2	7.1	3.6	5
TOTALS D.N.A. 24 or 2.3%	1042	753	288	22	91	256	238	142	111	65	30	10	76	113	178	199	91	110	118	29	28	635	1

in special education. Furthermore, when respondents were asked to check the basic organizational pattern, the data does not shed light on programs or combinations that are also used in addition to the basic one and with what results.

Clearly, questions about organizational arrangements (purpose and results) should be investigated, but in empirical settings rather than status studies.

Another researchable question is whether some arrangement other than the self-contained classroom is a function of size (efficiency of opera-

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		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
00,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
53.3	50.0	57.9	55.8	43.3	45.2	39.6	36.4	36.4	37.9	35.7	42.4	45.8	36.7	48.1	48.4	60.0	42.9	51.0	47.3	40.8	40.2	52.3	42.3	31.5	21.4	20.0
6.7	0.0	32.9	21.2	33.1	28.6	27.5	30.9	27.1	10.3	14.3	28.7	21.3	39.2	23.1	38.7	20.0	28.6	30.6	25.2	30.1	27.3	26.2	28.3	32.0	35.7	0.0
30.0	10.0	5.3	18.6	16.9	18.6	22.0	22.7	22.9	27.6	35.7	20.6	21.3	11.4	20.2	12.9	0.0	10.7	8.2	19.5	20.8	16.7	14.8	19.2	25.4	35.7	60.0
0.0	20.0	3.9	2.7	2.2	4.0	2.2	4.5	5.1	6.9	7.1	4.4	5.2	2.5	1.9	0.0	0.0	7.1	2.0	3.2	3.9	6.8	2.9	3.7	4.6	3.6	20.0
0.0	0.0	0.0	0.0	0.0	0.0	1.1	0.9	1.7	0.0	0.0	0.3	0.6	1.3	0.0	0.0	0.0	3.6	2.0	0.3	0.4	0.8	0.7	0.0	1.0	0.0	0.0
0.0	0.0	0.0	0.0	0.0	0.5	1.1	0.0	0.8	0.0	0.0	0.0	0.6	2.5	0.0	0.0	0.0	0.0	0.0	0.3	0.2	0.8	0.2	0.5	0.0	0.0	0.0
10.0	20.0	0.0	1.8	4.5	3.0	6.6	4.5	5.9	17.2	7.1	3.6	5.2	6.3	6.7	0.0	20.0	7.1	6.1	4.2	3.9	7.6	2.9	6.0	5.6	3.6	0.0
30	10	76	113	178	199	91	110	118	29	28	635	155	79	104	31	5	28	49	313	542	132	413	381	197	28	5

s were asked to check
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n to the basic one

ements (purpose and
ettings rather than

arrangement other than
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tion) which smaller programs cannot afford _or_ if there is an educational philosophy difference attributable to some other variable.

How many (full time equivalency) special education positions (not counting your own) are under your direction? (Question 4)

Six out of ten respondents administer programs that contained 0-24 full time professions in special education. One out of five have 25-49 full time equivalency positions in their program and one in eight have 50-99. Only 7.7% administer programs with 100 or more full time profes-

Table 6 2. How many (full time equivalency) special education positions (not counting your own) are under your direction?

Full Time Positions	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School
0-24	576 59.8%	59.3	61.1	84.2	92.9	92.3	60.7	32.1	19.6	16.4	26.9	0.0	95.5	98.1	89.1	62.3	42.0	29.0	21.2	13.3	7.7	61.8	57.0
25-49	192 19.9%	19.8	19.8	10.5	2.4	6.4	29.5	39.4	29.5	16.4	15.4	11.1	0.0	0.0	9.1	33.0	33.0	39.3	22.1	20.0	7.7	20.2	12.8
50-99	121 12.6%	13.1	11.1	5.3	4.7	0.4	7.1	24.1	41.1	19.7	7.7	33.3	3.0	1.9	1.8	4.2	22.7	23.4	36.3	13.3	15.4	11.3	16.1
100-149	34 3.5%	3.4	3.8	0.0	0.0	0.4	0.9	4.4	7.1	21.3	7.7	0.0	0.0	0.0	0.0	0.0	2.3	4.7	15.0	26.7	0.0	3.6	4.0
150-249	23 2.4%	2.6	1.9	0.0	0.0	0.4	0.4	0.0	1.8	21.3	19.2	11.1	1.5	0.0	0.0	0.0	0.0	3.7	4.4	20.0	23.1	1.5	5.4
250-349	9 0.9%	1.0	0.8	0.0	0.0	0.0	0.4	0.0	0.9	4.9	11.5	0.0	0.0	0.0	0.0	0.5	0.0	0.0	0.9	6.7	15.4	0.7	2.0
350-499	4 0.4%	0.3	0.8	0.0	0.0	0.0	0.9	0.0	0.0	0.0	3.8	11.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11.5	0.2	2.0
500 or more	5 0.5%	0.4	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.7	33.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	19.2	0.7	0.7
TOTALS D.N.A. 102 or 9.6%	964	701	262	19	85	235	224	137	112	61	26	9	66	107	165	191	88	107	113	30	26	584	149

sionals.

There was little difference by sex, but noticeable differences by highest degree obtained and years of experience as a special education administrator. As indicated in previous tables concerned with the size of the district and size of the program, those with the most years of experience and the highest degrees administer the largest programs in terms of both students and professional personnel.

Suggestions for further investigation:

The data from this question is practically worthless as it was

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In order to obta
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under your direction?

		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
6.9	0.0	95.5	98.1	89.1	62.3	42.0	29.0	21.2	13.3	7.7	61.8	57.0	54.7	61.3	53.6	80.0	48.0	78.6	66.4	59.0	41.5	64.4	59.7	53.2	50.0	20.0
.4	11.1	0.0	0.0	9.1	33.0	33.0	39.3	22.1	20.0	7.7	20.2	12.8	21.3	20.4	25.0	0.0	44.0	14.3	20.9	19.3	21.1	20.7	19.0	21.5	8.3	40.0
7.7	33.3	3.0	1.9	1.8	4.2	22.7	23.4	36.3	13.3	15.4	11.3	16.1	10.7	15.1	21.4	20.0	4.0	4.8	9.6	13.0	19.5	11.5	13.4	12.4	12.5	20.0
7.7	0.0	0.0	0.0	0.0	0.0	2.3	4.7	15.0	26.7	0.0	3.6	4.0	6.7	2.2	0.0	0.0	0.0	0.0	1.3	4.1	8.1	1.0	4.3	4.3	16.7	20.0
9.2	11.1	1.5	0.0	0.0	0.0	0.0	3.7	4.4	20.0	23.1	1.5	5.4	5.3	0.0	0.0	0.0	4.0	2.4	0.7	3.0	4.1	1.0	2.3	4.8	8.3	0.0
1.5	0.0	0.0	0.0	0.0	0.5	0.0	0.0	0.9	6.7	15.4	0.7	2.0	1.3	1.1	0.0	0.0	0.0	0.0	0.3	1.2	1.6	1.0	0.9	1.1	0.0	0.0
3.8	11.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11.5	0.2	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.2	0.8	0.3	0.3	1.1	0.0	0.0
7.7	33.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	19.2	0.7	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	3.3	0.0	0.3	1.6	4.2	0.0
26	9	66	107	165	191	88	107	113	30	26	584	149	75	93	28	5	25	42	301	493	123	382	352	186	24	5

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analyzed. Span of control questions related to: supervisory effectiveness, staff size, program size or quality would be much more revealing.

Indicate the areas of exceptionality and levels in which you have an administrative authority. (Question 13)

In order to obtain a picture of special education both horizontally (areas of exceptionality) and vertically (organizational level) the matrix in Table 63 was devised. Thus, in this study, if a respondent reported a program (disability category) at all six levels: pre-school,

Table 63. Check the areas of exceptionality and levels in which you have an administrative responsibility.

Level	Speech Handicapped	Educable Mentally Retarded	Trainable Mentally Retarded	Orthopedically Handicapped	Visually Handicapped	Aurally Handicapped	Emotionally Disturbed	Intellectually Gifted	Learning Disabilities	Remedial Reading	Homebound	Disadvantaged	Socially
Pre-school Ed.	260	168	180	211	175	294	142	44	135	3	4	3	1
Kindergarden Ed.	529	463	399	366	371	395	377	112	374	11	17	2	12
Elementary Ed.	755	928	703	545	563	524	657	210	649	18	42	4	16
Intermediate Ed.	707	893	631	512	538	487	590	196	567	16	38	4	17
Secondary Ed.	581	826	558	454	489	410	468	174	418	15	35	4	15
Adult Education	33	56	68	31	29	31	27	19	30	2	1	0	1
TOTALS[a]	2865	3334	2539	2119	2165	2141	2261	755	2173	65	137	17	62

[a] These totals represent programs in each area of exceptionality by organizational level.

[b] These totals represent total programs of exceptionality in each organizational level.

kindergarten, elementary, intermediate, secondary and adult, it would be counted as six programs. Using this formula, the 1,066 respondents reported 20,886 programs, or a mean of 19.6 programs per respondent.

Using the above formula, the areas of exceptionality reported most often were: educable mentally retarded (3334), speech handicapped (2865), trainable mentally retarded (2539), emotionally disturbed (2261), learning disabilities (2173), visually handicapped (2165), aurally handicapped (2141), orthopedically handicapped (2119) and intellectually gifted (755).

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ble Mentally Retarded	Trainable Mentally Retarded	Orthopedically Handicapped	Visually Handicapped	Aurally Handicapped	Emotionally Disturbed	Intellectually Gifted	Learning Disabilities	Remedial Reading	Homebound	Disadvantaged	Socially Maladjusted	Psychological Services	Detention	Slow Learner	Other	TOTALS[b]
8	180	211	175	294	142	44	135	3	4	3	1	2	1	0	19	1642
3	399	366	371	395	377	112	374	11	17	2	12	4	1	1	33	3467
8	703	545	563	524	657	210	649	18	42	4	16	5	2	5	55	5681
3	631	512	538	487	590	196	567	16	38	4	17	5	2	5	55	5263
5	558	454	489	410	468	174	418	15	35	4	15	5	2	3	43	4500
5	68	31	29	31	27	19	30	2	1	0	1	0	0	0	5	333
4	2539	2119	2165	2141	2261	755	2173	65	137	17	62	21	8	14	210	20886

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The greatest number of programs occured at the elementary level (5681), followed by the intermediate level (5263), the secondary level (4500), the kindergarten level (3467), the pre-school level (1642), and the adult level (333).

In addition to the programs in the nine given areas, respondents listed 534 additional programs at the six levels. Of those 534 programs, 324 were included in the matrix in the following seven categories: remedial reading, homebound, disadvantaged, socially maladjusted, psychological service, detention and slow learner. The remainder of the programs (210) were included in the table under "other."

At the pre-school level, the three areas that were checked most often were: aurally handicapped (294), speech handicapped (260), and orthopedically handicapped (211). Of the nine given areas, those which were checked least often were learning disabilities (135) and programs for the intellectually gifted (44).

At the kindergarten level, all programs are offered to a great extent with programs for the speech handicapped and educable mentally retarded the most prolific and those for the intellectually gifted the least. Considering the fact that many states do not have kindergarten as a part of the public school system, the 3,467 programs at that level indicate a strong desire to start exceptionality programs as early as possible.

As might be predicted, the greatest number of programs (5681) are at the elementary level. It is at this level that programs for the educable mentally retarded and trainable mentally retarded occur most frequently. Of course, these programs continue to be strong at the intermediate and secondary levels as well. Also, noticeably strong are programs for the emotionally disturbed.

Unfortunately, all categories of remediation seem to diminish at the intermediate level and even more so at the secondary level. This

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would seem to imply that older children have been cured; however, it is likely that there are other factors involved.

It is interesting to note that all programs are offered at the adult level at least to a limited extent. The programs found most often are trainable mentally retarded (68), and educable mentally retarded (56). A surprise finding revealed that there were 19 programs for the intellectually gifted at the adult level.

Suggestions for further investigation:

As yet, program growth has not been the subject of intensive investigation in special education. Ex post facto analysis of growth would be interesting and generally informative.

CHAPTER VIII

RESOURCES AVAILABLE FOR ADMINISTRATION OF THE SPECIAL EDUC

Often both the efficiency and effectiveness of the administrator is diminishe
administrative or program. The questions posed in this section of the study were
of special education perception of the adequacy of resources available to him.

How would you describe your office? (Question 50)

In describing their offices, 64.5% of the respondents indicated they consider their facilities exceptionally good or satisfactory. The remaining 35% reported a lack of space (14.6%), a lack of equipment (7%), just room for a desk, not much else (6.7%), or have no real office, space shared (7.1%).

The principal difference in the answers when comparing the data by sex occurred in the category "Have no real office, share space", where 12.2% of the women checked this response compared to only 5.2% of the men.

Satisfaction with office facilities was related to the highest degree obtained, the size of the district and size of the program.

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CHAPTER VIII

AILABLE FOR ADMINISTRATION OF THE SPECIAL EDUCATION PROGRAM

effectiveness of the administrator is diminished by lack of resource either clerical, stions posed in this section of the study were designed to probe the administrator's the adequacy of resources available to him.

pondents indicated or satisfactory. , a lack of equip- 7%), or have no

comparing the data ce, share space", pared to only 5.2%

ed to the highest of the program.

Over 70% of those with doctorates considered their facilities as exceptionally good or satisfactory compared to 55.3% of those with a bachelor's degree. Stated another way, only 2.2% of those with a doctor's degree said they had no real office space, compared to 19.1% of those at the bachelor's level. By size of district, 91.7% of those in the largest category (200,000+ A.D.M.) reported facilities as exceptional or satisfactory compared to 40% of those in the smallest category (1-999 A.D.M.).

Administrators employed by county intermediate units (54.2%) and multi-county units (53.3%) reported the lowest percentages of exceptional or satisfactory responses, also the highest percentages of "no real space" response.

Table . How would you describe your office? Check the one item that best describes your facilities.

Responses	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Di
Exceptionally good	261 24.8%	26.3	20.9	27.3	16.3	27.7	21.0	29.4	29.8	22.4	19.4	25.0	13.3	28.9	22.5	24.0	22.0	28.2	33.9	12.9	24.1	24.3	29.7
Satisfactory in space and equipment	418 39.7%	38.2	43.6	13.6	33.7	43.5	39.1	37.1	43.9	44.8	41.9	66.7	40.0	38.6	40.4	41.3	40.7	34.5	37.2	32.3	48.3	40.8	38.7
Have enough space but need equipment	74 7.0%	7.5	5.9	9.1	15.2	4.7	9.7	5.6	4.4	4.5	0.0	0.0	6.7	9.6	9.0	6.6	5.5	10.0	3.3	3.2	0.0	6.9	7.1
Have enough equipment but need space	154 14.6%	15.6	12.2	36.4	21.7	12.6	15.1	14.0	14.0	13.4	6.5	8.3	20.0	11.4	14.6	15.8	14.3	16.4	11.6	19.4	17.2	16.0	9.7
Just room for a desk, not much else	71 6.7	7.3	5.2	13.6	3.3	6.7	6.3	9.8	3.5	7.5	16.1	0.0	8.0	7.0	6.7	6.1	11.0	6.4	5.8	9.7	6.9	6.2	5.2
Have no real office, share space	75 7.1%	5.2	12.2	0.0	9.8	4.7	8.8	4.2	4.4	7.5	16.1	0.0	12.0	4.4	6.7	6.1	6.6	4.5	8.3	22.6	3.4	5.8	9.7
TOTALS D.N.A. 13 or 1.2%	1053	765	287	22	92	253	238	143	114	67	31	12	75	114	178	196	91	110	121	31	29	642	155

The number of years of experience as a special education administrator seemed to bear little on satisfactions.

Suggestions for further investigation:

This type of question raises others in the broad area of perquisites. It also relates generally to factors such as morale and climate. In addition, it may influence "satisficiers" and performance efficiency.

Do you have adequate secretarial help? (Question 52)

Nearly 65% of the administrators indicated they had adequate secretarial help. However, there was a variance by sex, with only 57.2% of the women reporting adequate help compared to 67.2% of the men.

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		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
0,000-199,000	200,000	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
19.4	25.0	13.3	28.9	22.5	24.0	22.0	28.2	33.9	12.9	24.1	24.3	29.7	23.1	24.3	23.3	20.0	23.3	19.1	20.1	26.4	31.1	22.2	28.2	24.2	17.9	60.0
41.9	66.7	40.0	38.6	40.4	41.3	40.7	34.5	37.2	32.3	48.3	40.8	38.7	46.2	29.9	30.0	60.0	46.7	36.2	40.8	39.4	39.3	40.0	40.3	39.9	35.7	0.0
0.0	0.0	6.7	9.6	9.0	6.6	5.5	10.0	3.3	3.2	0.0	6.9	7.1	9.0	7.5	10.0	0.0	3.3	8.5	9.1	6.2	4.4	9.8	4.9	7.1	0.0	0.0
6.5	8.3	20.0	11.4	14.6	15.8	14.3	16.4	11.6	19.4	17.2	16.0	9.7	9.0	15.0	16.7	20.0	10.0	10.6	13.8	15.2	15.6	12.0	14.7	17.2	32.1	20.0
16.1	0.0	8.0	7.0	6.7	6.1	11.0	6.4	5.8	9.7	6.9	6.2	5.2	7.7	10.3	10.0	0.0	10.0	6.4	6.6	6.8	7.4	7.9	5.2	6.6	10.7	20.0
16.1	0.0	12.0	4.4	6.7	6.1	6.6	4.5	8.3	22.6	3.4	5.8	9.7	5.1	13.1	10.0	0.0	6.7	19.1	9.7	5.9	2.2	8.1	6.7	5.1	3.6	0.0
31	12	75	114	178	196	91	110	121	31	29	642	155	78	107	30	5	30	47	319	545	135	418	387	198	28	5

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with only 57.2% of
of the men.

Those employed in county-wide school units reported the least satisfaction, and those in local school districts - university co-ops and educational cooperative units the most.

As might be expected, there exists a relationship in a positive direction between highest degree obtained and adequate secretarial help.

Administrators with over twenty years of experience report the highest percentage of adequate secretarial help responses.

Ninety-six percent of the administrators reported between one and four full time equivalent secretaries; however a majority (63.4%) reported only one.

Table 6 5. Do you have adequate secretarial help?

Response	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County- Sch
Yes	662 64.4%	67.2	57.2	52.4	60.0	62.8	62.6	67.1	77.0	64.6	54.8	75.0	54.8	58.3	67.4	65.3	67.4	63.0	72.9	58.6	62.1	64.6	58.
No	366 35.6%	32.8	42.8	47.6	40.0	37.2	37.4	32.9	23.0	35.4	45.2	25.0	45.2	41.7	32.6	34.7	32.6	37.0	27.1	41.4	37.9	35.4	41.1
TOTALS D.N.A. 38 or 3.6%	1028	744	283	21	90	247	230	140	113	65	31	12	73	108	172	196	89	108	118	29	29	625	15

Table 6 6. What is the number of full-time equivalent secretaries?

1	530 63.4%	61.1	71.2	63.2	81.4	77.1	67.9	54.1	41.6	50.0	48.1	55.6	84.0	76.9	76.4	70.9	56.6	61.4	39.3	36.0	26.1	64.7	67.6
2	171 20.5%	21.8	15.7	26.3	8.5	18.4	21.7	18.9	30.7	14.3	22.2	11.1	12.0	16.7	18.6	17.6	25.0	19.3	27.1	20.0	17.4	20.2	16.2
3	67 8.0%	8.2	7.6	0.0	8.5	3.5	7.1	13.9	12.9	8.9	7.4	22.2	2.0	5.1	2.9	7.9	5.3	9.1	16.8	28.0	13.0	8.3	3.8
4	34 4.1%	4.7	2.0	5.3	1.7	0.5	1.6	6.6	8.9	16.1	0.0	0.0	0.0	0.0	2.1	3.0	7.9	1.1	9.3	12.0	13.0	4.0	3.8
5	12 1.4%	1.3	2.0	0.0	0.0	0.5	1.1	2.5	2.0	3.6	7.4	0.0	2.0	0.0	0.0	0.0	2.6	3.4	2.8	0.0	8.7	1.1	2.9
6	7 0.8%	0.9	0.5	5.3	0.0	0.0	0.0	1.6	2.0	0.0	7.4	0.0	0.0	0.0	0.0	0.6	1.3	2.3	1.9	0.0	4.3	0.6	1.9
7	4 0.5%	0.6	0.0	0.0	0.0	0.0	0.5	1.6	1.0	0.0	0.0	0.0	0.0	1.3	0.0	0.0	0.0	2.3	0.0	0.0	4.3	0.2	1.9
8	2 0.2%	0.3	0.0	0.0	0.0	0.0	0.0	0.8	0.0	1.8	0.0	0.0	0.0	0.0	0.0	0.0	1.3	0.0	0.9	0.0	0.0	0.2	0.0
9	9 1.1%	1.1	1.0	0.0	0.0	0.0	0.0	0.0	1.0	5.4	7.4	11.1	0.0	0.0	0.0	0.0	0.0	1.1	1.9	4.0	13.0	0.8	1.9
TOTALS D.N.A. 230 or 21.6%	836	637	198	19	59	201	184	122	101	56	27	9	50	78	140	165	76	88	107	25	23	530	105

Suggestions for further investigation:

While possibly of little theoretical value, studies comparing available resources of other programs in schools with special education

might dramatize the

of resource need.

		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
54.8	75.0	54.8	58.3	67.4	65.3	67.4	63.0	72.9	58.6	62.1	64.6	58.9	73.3	61.3	61.3	75.0	73.3	59.6	61.9	65.5	67.2	61.7	68.4	61.8	74.1	80.0
45.2	25.0	45.2	41.7	32.6	34.7	32.6	37.0	27.1	41.4	37.9	35.4	41.1	26.7	38.7	38.7	25.0	26.7	40.4	38.1	34.5	32.8	38.3	31.6	38.2	25.9	20.0
31	12	73	108	172	196	89	108	118	29	29	625	151	75	106	31	4	30	47	310	534	131	413	374	191	27	5

48.1	55.6	84.0	76.9	76.4	70.9	56.6	61.4	39.3	36.0	26.1	64.7	67.6	62.1	57.5	50.0	25.0	61.9	78.8	72.9	61.2	48.7	70.3	62.4	55.3	50.0	33.3
22.2	11.1	12.0	16.7	18.6	17.6	25.0	19.3	27.1	20.0	17.4	20.2	16.2	16.7	26.2	20.8	50.0	28.6	15.2	18.6	22.3	17.7	16.9	23.9	20.5	13.6	0.0
7.4	22.2	2.0	5.1	2.9	7.9	5.3	9.1	16.8	28.0	13.0	8.3	3.8	7.6	11.2	16.7	0.0	4.8	3.0	5.1	8.7	12.4	5.9	7.6	11.8	9.1	66.7
0.0	0.0	0.0	0.0	2.1	3.0	7.9	1.1	9.3	12.0	13.0	4.0	3.8	4.5	3.7	4.2	25.0	4.8	0.0	0.8	4.9	8.8	4.1	3.8	4.3	9.1	0.0
7.4	0.0	2.0	0.0	0.0	0.0	2.6	3.4	2.8	0.0	8.7	1.1	2.9	3.0	0.0	0.0	0.0	0.0	3.0	2.1	0.2	4.4	1.6	1.0	1.9	0.0	0.0
7.4	0.0	0.0	0.0	0.0	0.6	1.3	2.3	1.9	0.0	4.3	0.6	1.9	1.5	0.0	4.2	0.0	0.0	0.0	0.0	0.9	2.7	0.0	0.3	3.1	4.5	0.0
0.0	0.0	0.0	1.3	0.0	0.0	0.0	2.3	0.0	0.0	4.3	0.2	1.9	0.0	0.0	4.2	0.0	0.0	0.0	0.4	0.4	0.9	0.3	0.3	1.2	0.0	0.0
0.0	0.0	0.0	0.0	0.0	0.0	1.3	0.0	0.9	0.0	0.0	0.2	0.0	1.5	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.9	0.0	0.3	0.0	4.5	0.0
7.4	11.1	0.0	0.0	0.0	0.0	0.0	1.1	1.9	4.0	13.0	0.8	1.9	3.0	1.2	0.0	0.0	0.0	0.0	0.0	1.1	3.5	0.9	0.3	1.9	9.1	0.0
27	9	50	78	140	165	76	88	107	25	23	530	105	66	80	24	4	21	33	236	448	113	320	314	161	22	3

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ith special education

might dramatize the plight of special education and be used as evidence of resource need.

Table 67.
What is the usual type of secretarial help available to you?

Type	Checked By Respondent	
	No.	%
College graduate with special secretarial training	37	3.7
Graduate of business school or college	234	23.3
High school graduate with secretarial training	686	68.2
High school student taking secretarial training	15	1.5
Parent or other person with little or no secretarial training	34	3.4
Did not answer	60	5.6

What is the usual type of secretarial help available to you? (Question 53)

When asked to indicate the usual type of secretarial help available, the majority (68.2%) said their secretaries were high school graduates who have had secretarial training.

The next highest level of training (graduate of business school or college) was checked by 23.3% of the respondents and 3.7% replied that their secretarial help was usually a college graduate with special secretarial training. Few administrators had to contend with help from those who had "little or no secretarial training."

Do you have an assist

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Checked By Respondent	
No.	%
37	3.7
234	23.3
686	68.2
15	1.5
34	3.4
60	5.6

to you? (Question 53)
rial help available,
school graduates

business school or
3.7% replied that
with special secre-
ith help from those

Do you have an assistant? (Question 51)

More than half of the respondents indicated they had no assistant to help them with their administrative duties; however, it is interesting to note that of those who do, women hold a slight edge over men (women 44.1%, men 43.7%).

As one might guess, the size of the school district and the size of the special education program both influence the availability of an assistant as well as the level of training the administrator has had. Similarly, those with the most years of experience are also most likely to have an assistant because they administer the larger programs in the larger districts.

Suggestions for further investigation:

Ideal administrative staffing patterns for various program sizes would seem to be valuable for special education administrators. They could include both full and part time "specialists." Empirical studies could be conducted to identify "operating models."

What is the major function of that person?

Of those who have an assistant, the typical use of this person is to do clerical work (33.5%). Women tend to use their assistants for this purpose slightly more often than do men (35.7% compared to 32.6%). The next greatest use was for supervisory assistance (29.6%) followed by

Table 6 8. Do you have an assistant?

Response	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	Coun
Yes	460 43.8%	43.7	44.1	27.3	35.9	34.4	38.3	52.1	61.9	62.7	70.0	75.0	25.0	35.1	38.6	36.2	49.5	53.2	59.7	64.5	71.4	44.0	42
No	590 56.2%	56.3	55.9	72.7	64.1	65.6	61.7	47.9	38.1	37.3	30.0	25.0	75.0	64.9	61.4	63.8	50.5	46.8	40.3	35.5	28.6	56.0	57
TOTALS D.N.A. 16 or 1.5%	1050	759	290	22	92	256	235	142	113	65	30	12	76	114	176	196	91	109	119	31	28	639	1
If you answered yes, what is the major function of that person?																							
Clerical assistance	146 33.5%	32.6	35.7	71.4	37.9	57.3	52.3	14.9	17.5	10.3	5.9	11.1	56.0	45.7	53.8	46.3	28.6	27.8	13.2	11.8	5.9	35.8	29
Supervisory assistance	129 29.6%	29.4	30.2	14.3	17.2	12.2	18.6	43.2	47.6	51.3	35.3	33.3	12.0	8.6	18.5	23.9	35.7	31.5	48.5	47.1	41.2	28.3	32
Curriculum development	20 4.6%	4.8	4.0	14.3	3.4	4.9	2.3	6.8	6.3	2.6	5.9	11.1	12.0	2.9	1.5	4.5	2.4	5.6	5.9	0.0	0.0	4.9	4
Public and community relations	3 0.7%	0.6	0.8	0.0	0.0	2.4	0.0	0.0	0.0	0.0	5.9	0.0	4.0	2.9	0.0	0.0	0.0	0.0	1.5	0.0	0.0	0.8	1
Assistance with federal programs	9 2.1%	2.3	1.6	0.0	3.4	6.1	0.0	0.0	1.6	0.0	5.9	0.0	4.0	2.9	4.6	3.0	0.0	0.0	1.5	0.0	0.0	1.1	
Administrative assistance	56 12.8%	14.2	9.5	0.0	10.3	3.7	7.0	21.6	12.7	28.2	17.6	22.2	0.0	11.4	6.2	10.4	11.9	18.5	16.2	17.6	29.4	12.5	11
Psychological evaluations	17 3.9%	3.9	4.0	0.0	6.9	7.3	7.0	1.4	1.6	2.6	0.0	0.0	0.0	8.6	7.7	3.0	7.1	1.9	4.4	0.0	0.0	4.2	3
Special education area coordinator	4 0.9%	1.3	0.0	0.0	0.0	1.2	0.0	1.4	0.0	0.0	0.0	11.1	0.0	2.9	0.0	3.0	0.0	0.0	0.0	0.0	5.9	1.1	0
Assistant supervisor	2 0.5%	0.6	0.0	0.0	0.0	0.0	1.2	0.0	0.0	2.6	0.0	0.0	0.0	0.0	0.0	0.0	2.4	0.0	0.0	5.9	0.0	0.4	0
Other	50 11.5%	10.3	14.3	0.0	20.7	4.9	11.6	10.8	12.7	2.6	23.5	11.1	12.0	14.3	7.7	6.0	11.9	14.8	8.8	17.6	17.6	10.9	11
TOTALS	436	310	126	7	29	82	86	74	63	39	17	9	25	35	65	67	42	54	68	17	17	265	

administrative assistance (12.8%). Assistants seldom are assigned to curriculum development (4.6%), public and community relations (0.7%), or coordination (0.9%).

Suggestions for further investigation:

That one third of the assistants are used for clerical work seems

to be a poor utiliz

understandable whe

tors report they s

use job specificat

		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years Experience As A Special Education Administrator				
100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
70.0	75.0	25.0	35.1	38.6	36.2	49.5	53.2	59.7	64.5	71.4	44.0	42.9	41.0	46.7	38.7	60.0	41.4	35.4	38.1	43.8	60.4	31.4	49.6	54.5	70.4	40.0
30.0	25.0	75.0	64.9	61.4	63.8	50.5	46.8	40.3	35.5	28.6	56.0	57.1	59.0	53.3	61.3	40.0	58.6	64.6	61.9	56.2	39.6	68.6	50.4	45.5	29.6	60.0
30	12	76	114	176	196	91	109	119	31	28	639	156	78	107	31	5	29	48	320	541	134	417	381	202	27	5
5.9	11.1	56.0	45.7	53.8	46.3	28.6	27.8	13.2	11.8	5.9	35.8	29.0	29.4	27.7	40.0	0.0	33.3	64.7	48.7	28.8	15.8	42.3	33.7	20.2	30.8	100.0
35.3	33.3	12.0	8.6	18.5	23.9	35.7	31.5	48.5	47.1	41.2	28.3	32.3	20.6	38.3	30.0	66.7	25.0	11.8	26.9	30.6	34.2	22.3	32.6	34.6	23.1	0.0
5.9	11.1	12.0	2.9	1.5	4.5	2.4	5.6	5.9	0.0	0.0	4.9	4.8	5.9	0.0	10.0	33.3	0.0	11.8	5.9	2.3	7.9	4.6	5.0	4.8	0.0	0.0
5.9	0.0	4.0	2.9	0.0	0.0	0.0	0.0	1.5	0.0	0.0	0.8	1.6	0.0	0.0	0.0	0.0	0.0	0.0	1.7	0.5	0.0	0.8	1.1	0.0	0.0	0.0
5.9	0.0	4.0	2.9	4.6	3.0	0.0	0.0	1.5	0.0	0.0	1.1	6.5	5.9	0.0	0.0	0.0	0.0	0.0	0.8	3.6	0.0	3.1	2.2	1.0	0.0	0.0
17.6	22.2	0.0	11.4	6.2	10.4	11.9	18.5	16.2	17.6	29.4	12.5	11.3	23.5	14.9	10.0	0.0	0.0	0.0	5.0	13.5	26.3	12.3	11.0	17.3	15.4	0.0
0.0	0.0	0.0	8.6	7.7	3.0	7.1	1.9	4.4	0.0	0.0	4.2	3.2	0.0	6.4	10.0	0.0	0.0	0.0	0.8	6.3	2.6	3.8	2.2	7.7	0.0	0.0
0.0	11.1	0.0	2.9	0.0	3.0	0.0	0.0	0.0	0.0	5.9	1.1	0.0	0.0	2.1	0.0	0.0	0.0	0.0	0.8	0.5	2.6	0.8	0.0	1.9	7.7	0.0
0.0	0.0	0.0	0.0	0.0	0.0	2.4	0.0	0.0	5.9	0.0	0.4	0.0	2.9	0.0	0.0	0.0	0.0	0.0	0.0	0.5	1.3	0.0	1.1	0.0	0.0	0.0
23.5	11.1	12.0	14.3	7.7	6.0	11.9	14.8	8.8	17.6	17.6	10.9	11.3	11.8	10.6	0.0	0.0	41.7	11.8	9.2	13.5	9.2	10.0	11.0	12.5	23.1	0.0
17	9	25	35	65	67	42	54	68	17	17	265	62	34	47	10	3	12	17	119	222	76	130	181	104	13	1

dom are assigned to

y relations (0.7%), or

clerical work seems

to be a poor utilization of professional personnel. Although it is understandable when one remembers the way special education administrators report they spend their time. Do special education administrators use job specifications for their staff?

Table 69. Which of the following personnel are available to special education full or part time? Please check for each item in the appropriate column.

Type of Personnel	Full Time		Part Time		Not Available	
	No.	%	No.	%	No.	%
Program directors or supervisors	381	(40.4)	329	(34.9)	233	(24.7)
School physician	15	(1.7)	409	(45.2)	480	(53.1)
School nurse	271	(27.1)	656	(65.6)	73	(7.3)
Director of research	35	(4.1)	174	(20.2)	652	(75.7)
School social worker	253	(27.0)	343	(36.6)	341	(36.4)
Curriculum specialist	126	(14.0)	336	(37.3)	440	(48.8)
Home teachers	294	(31.1)	458	(48.5)	192	(20.3)
Psychometrist	209	(24.2)	263	(30.5)	391	(45.3)
Psychiatrist	19	(2.2)	413	(47.9)	430	(49.9)
Psychologist	419	(42.7)	452	(46.1)	110	(11.2)
Media specialist	108	(12.3)	362	(41.3)	407	(46.4)
Physical education specialist	124	(13.5)	395	(43.1)	397	(43.3)
Transportation director	200	(21.4)	437	(46.8)	296	(31.7)

Which of the following personnel are available to special education full or part-time? (Question 54)

Faced with expanding categories of exceptionality and demands for increased service, the special education administrator must have available as a part of th
specialists. To det
we asked each respon
persons who were ava
part-time or not at

The persons mos
7.3% of the responde
available. The spec
is the psychologist
home teachers (31.1%

Most specialist
ually between the 40
time basis were: sc
trists (47.9%), tran
school physicians (4
media specialists (4

The specialist
least often are dire
reported full time r
ability, while near
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ck for each item

Not Available No.	%
233	(24.7)
480	(53.1)
73	(7.3)
652	(75.7)
341	(36.4)
440	(48.8)
192	(20.3)
391	(45.3)
430	(49.9)
110	(11.2)
407	(46.4)
397	(43.3)
296	(31.7)

cial education

y and demands for

or must have available as a part of the special education team a rather large cadre of specialists. To determine the extent of resource personnel available, we asked each respondent to indicate from a list of 16 titles, those persons who were available to the special education program full-time, part-time or not at all.

The persons most available to the program are school nurses. Only 7.3% of the respondents reported that they did not have a school nurse available. The specialist most frequently available on a full-time basis is the psychologist (42.7%), followed by program directors (40.4%) and home teachers (31.1%).

Most specialists were available at least on a part-time basis, usually between the 40-50% level. Available above the 40% level on a part-time basis were: school nurses (65.6%), home teachers (48.5%), psychiatrists (47.9%), transportation directors (46.8%), psychologists (46.1%), school physicians (45.2%), physical education specialists (43.1%) and media specialists (41.3%).

The specialist that administrators have available to their program least often are directors of research. Only 4.1% of the respondents reported full time research directors, 20.2% indicated part-time availability, while nearly 76% reported they were not available at all. For a group who reported research studies in special education to be important, this finding seems rather paradoxical.

Suggestions for further investigation:

By definition, administrators are decision makers. The decision-making process that deals with staffing is not revealed in an investigation of this type, nor is it clear what the staffing patterns are in the various units or why they take that particular configuration. Much more needs to be known about personnel before questions of program efficiency or effectiveness can be answered.

Which of the types of personnel in the preceding question have been made available within the past five years? (Question 55)

All of the specialists mentioned in the foregoing question are recognized as important to the special education program in one way or another. Many have been a part of the program over a long period of time; others, however have become available only recently.

In order to assess the change that has taken place in the last five years, respondents were asked to specify the specialists that have been added to the program during the last five years.

Leading that list are school psychologists and program directors, over one third of whom have become available only recently. They are followed by school social workers (29.5%), media specialists (23.5%),

Table 70.

Which of the foll
types of personnel h
been made available
within the past fiv
years?

physical education s
nurses (20.7%).

Suggestions for fur

What is not re
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ng patterns are in
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place in the last five
alists that have been

d program directors,
recently. They are
pecialists (23.5%),

Table 70.

Which of the following types of personnel have been made available within the past five years?

Personnel	Checked By Respondent	
	No.	%
Program directors or supervisors	395	33.7
Psychologist	363	34.1
School social worker	314	29.5
Media specialist	251	23.5
Physical education specialist	225	21.1
Psychiatrist	222	20.8
School nurse	221	20.7
Transportation director	211	19.8
Psychometrist	200	18.8
Curriculum specialist	199	18.7
Home teachers	179	16.8
School physician	122	11.4
Director of research	100	9.4

physical education specialists (21.1%), psychiatrists (20.8%) and school nurses (20.7%).

Suggestions for further investigation:

What is not revealed, however, is the impetus for adding these particular specialists, although we can speculate that it was federal or state funding. At what point in program development are they provided, what others might be included if resources were available or how important the contribution of these particular persons are to an expanding program are questions that still need to be answered.

CHAPTER IX

COMMUNITY RELATIONS

In an era when school-community relations demands increasing attention from al
to find out how special education administrators were reacting to this situation.
asked to determine administrator-community relationships: (a) does your community
and if so, are you a member, (b) what are the degrees of effectiveness of various p
what lay organizations or community programs do administrators of special education
hours per week are given to lay organizations and activities.

Many communities have a council of social or community agencies composed of professional and laymen working in those fields. Do you have such an organization in your community? Do you work closely with this agency? (Question 9)

Special education has a history of strong community relations. Parents and professionals in the community have cooperated in many ways to make others aware of the special needs of those who are disadvantaged. From those early cooperative efforts have come a number of special service agencies and organizations. Currently there is a trend in many

communities to form
sionals and laymen w

In this study,
such a council. The
existence and the si
dents) reported a co
program (5000+ stude

Interestingly,
75% of the special e

CHAPTER IX

COMMUNITY RELATIONS

y relations demands increasing attention from all educators, it seemed important
dministrators were reacting to this situation. Specifically, four questions were
mmunity relationships: (a) does your community have a council of social agencies
at are the degrees of effectiveness of various public relations procedures, (c) in
programs do administrators of special education participate, and (d) how many
anizations and activities.

nity agencies composed
. Do you have such
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munity relations.
operated in many ways
who are disadvantaged.
umber of special ser-
is a trend in many

communities to form a council of social agencies composed of professionals and laymen working together to better serve their communities.

In this study, 60% of the special education administrators reported such a council. There was, of course, a strong relationship between its existence and the size of the unit. The smallest programs (1-49 students) reported a council existence 32.4% of the time, and the largest program (5000+ students) reported a council 86.2% of the time.

Interestingly, when such a council was reported in existence, over 75% of the special education administrators reported working closely

Table 7 1. Many communities have a council of social or community agencies composed of professional and laymen working in those fields. Do you have such an organization in your community?

Response	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Di
Yes	605 60.0%	61.2	56.6	60.9	40.4	49.8	60.9	68.1	62.5	74.2	81.5	76.9	32.4	46.7	57.1	63.3	60.2	64.7	73.0	74.2	86.2	58.0	59.9
No	404 40.0%	38.8	43.4	39.1	59.6	50.2	39.1	31.9	27.4	25.8	18.5	23.1	67.6	53.3	42.9	36.7	39.8	35.3	27.0	25.8	13.8	42.0	40.1
TOTALS D.N.A. 57 or 5.3%	1009	734	274	23	89	243	233	135	106	66	27	13	74	107	170	188	88	102	115	31	29	612	152
If yes, do you work closely with this agency?																							
Yes	494 77.2%	78.4	73.5	92.3	76.3	72.9	80.0	73.3	79.5	79.6	83.3	90.0	69.0	78.2	79.2	72.9	76.4	78.6	79.3	95.7	80.0	73.9	84.0
No	146 22.8%	21.6	26.5	7.7	23.7	27.1	20.0	26.7	20.5	20.4	16.7	10.0	31.0	21.8	20.8	27.1	23.6	21.4	20.7	4.3	20.0	26.1	16.0
TOTALS	640	473	166	13	38	133	145	101	83	49	24	10	29	55	101	129	55	70	87	23	25	380	94

with the agency, but those administrators of the smallest and largest districts reportedly were more involved.

Administrators in county-wide school districts, although reporting one of the lowest percentages of council occurrence rates (59.9%) reported one of the highest rates of close working relationships (84%).

Local school districts reported one of the lowest percentages of council occurrence (58%), and also the lowest rate of participation (73.9%).

Although a higher percentage of community councils were reported in communities served by administrators holding a doctor's degree, respond-

ents holding doctorate
do those with a bachel

Those with the le
reported working close
others.

Suggestions for furthe

It would be helpf
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nal and laymen working in those fields. Do you have such an organization in your community?

		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years of Experience As A Special Education Administrator				
100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
81.5	76.9	32.4	46.7	57.1	63.3	60.2	64.7	73.0	74.2	86.2	58.0	59.9	47.4	74.8	70.0	75.0	70.4	57.1	60.3	59.0	64.6	56.5	60.0	65.3	70.4	60.0
18.5	23.1	67.6	53.3	42.9	36.7	39.8	35.3	27.0	25.8	13.8	42.0	40.1	52.6	25.2	30.0	25.0	29.6	42.9	39.7	41.0	35.4	43.5	40.0	34.7	29.6	40.0
27	13	74	107	170	188	88	102	115	31	29	612	152	76	103	30	4	27	49	300	524	130	398	365	196	27	5
83.3	90.0	69.0	78.2	79.2	72.9	76.4	78.6	79.3	95.7	80.0	73.9	84.0	78.9	84.8	73.9	75.0	78.9	81.5	74.2	78.6	78.7	75.3	75.6	82.4	81.0	66.7
16.7	10.0	31.0	21.8	20.8	27.1	23.6	21.4	20.7	4.3	20.0	26.1	16.0	21.1	15.2	26.1	25.0	21.1	18.5	25.8	21.4	21.3	24.7	24.4	17.6	19.0	33.3
24	10	29	55	101	129	55	70	87	23	25	380	94	38	79	23	4	19	27	194	327	89	239	234	131	21	3

allest and largest

, although reporting
rates (59.9%)
relationships (84%).
est percentages of
of participation

cils were reported in
or's degree, respondents holding doctorates reportedly do not participate as frequently as do those with a bachelor's degree.

Those with the least experience and those with the most experience reported working closely with the council less frequently than did the others.

Suggestions for further investigation:

It would be helpful to know more about the work of the community councils of social agencies, the extent to which they have been successful in accomplishing their goals and the nature of the participation of those special education administrators who do cooperate. It would also

Table 72.

A variety of ways may be used by special education administrators in interpreting the schools to the public. In your experience how effective have the following been? (Please evaluate each item by checking once in the appropriate column.

Procedure	Very Effective	
	No.	%
Supplying news to local media	239	(22.9)
Making speeches to community groups	385	(36.6)
Sending information bulletins periodically to parents	138	(13.4)
Sending information to the parents with pupil reports	146	(14.2)
Encouraging the parents to visit the school	431	(41.3)
Working closely with parent organizations	472	(45.5)
Participating actively in community organizations	304	(29.3)
Holding individual parent conferences	727	(69.5)
Developing local television programs	77	(8.1)
Annual reports	7	(29.2)

be interesting to study perceptions members of community councils hold toward special education administrators, i.e. role expectations or influence.

A variety of ways may be used by special education administrators in interpreting the schools to the public. In your experience how effective have the following been? (Question 71).

Communication is a problem in all service organizations, but

especially those wh

of those who must c

Administrators

of making others aw

current reality of

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tion procedures.

In a study of

Procedure	Very Effective		Somewhat Effective		Not Effective		No Opinion	
	No.	%	No.	%	No.	%	No.	%
to local media	239	(22.9)	677	(64.8)	92	(8.8)	37	(3.5)
to community groups	385	(36.6)	612	(58.1)	30	(2.8)	26	(2.5)
ation bulletins periodically	138	(13.4)	589	(57.2)	170	(16.5)	132	(12.8)
ation to the parents with	146	(14.2)	613	(59.8)	149	(14.5)	117	(11.4)
parents to visit the school	431	(41.3)	477	(45.7)	121	(11.6)	14	(1.3)
with parent organizations	472	(45.5)	471	(45.4)	58	(5.6)	37	(3.6)
ctively in community	304	(29.3)	571	(55.1)	83	(8.0)	79	(7.6)
dual parent conferences	727	(69.5)	275	(26.3)	22	(2.1)	22	(2.1)
l television programs	77	(8.1)	254	(26.7)	59	(6.2)	563	(59.1)
	7	(29.2)	5	(20.8)	1	(4.2)	11	(45.8)

munity councils hold expectations or

administrators in xperience how

ganizations, but

especially those whose services have not been experienced by a majority of those who must continually support them.

Administrators have traditionally been concerned with the problem of making others aware of and supportive of their organization, but the current reality of scarce resources and increasing pressures demands even more attention be given to the effectiveness of various communication procedures.

In a study of this type, experiential background is the best indicator of success, so the respondents were asked to indicate the effectiveness they had experienced with various communication methods. They were given the following four choices: very effective, somewhat effective, not effective, and no opinion. Respondents were also urged to indicate "other" methods they considered effective, however, so few were mentioned that only the annual report was included in the table.

The communication activities perceived as "very effective" from the experience of the respondents were in rank order: holding individual parent conferences (69.5%), working closely with parent organizations, (45.5%), encouraging the parents to visit school (41.3%), making speeches to community groups (36.6%) and participating actively in community organizations (29.3%).

Those activities viewed as "somewhat effective" were: supplying news to local media (64.8%), sending information to the parents with pupil reports (59.8%), making speeches to community groups (58.1%), sending information bulletins periodically to parents (57.2%) and participating actively in community organizations (55.1%).

Those activities that were believed to be "not effective" by the respondents were: sending information bulletins periodically to parents (16.5%), sending information to the parents with pupil reports (14.5%), encouraging the parents to visit the school (11.6%), supplying news to

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local media (8.8%), a
(8%).

The practice tha
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Suggestions for furth

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In what types of lay
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1.3%), making speeches
ely in community

" were: supplying
the parents with
groups (58.1%),
ts (57.2%) and par-
1%).
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riodically to parents
pil reports (14.5%),
, supplying news to

local media (8.8%), and participating actively in community organizations (8%).

The practice that elicited the least opinion was "developing local television programs" where 59.1% reported "no opinion."

Suggestions for further investigation:

If, as some scholars indicate, power is the ability to influence and communicating is a form of influencing, then it seems reasonable that those who would seek power to educate would be very interested in learning as much as possible about communication in the social system of education. If special education is a sub-system of education, sub-system communication patterns "ought" to be studied.

Another way to secure data on "effectiveness" would be to secure data from the "target" audience.

In what types of lay organizations or community programs do you participate? (Question 72)

In addition to participation with the community social agencies, it has long been considered "professional" for administrators of special education to participate in other lay organizations. This question was designed to find out to what types of lay organizations they devote their time and also to what extent they participate.

Table 73.

In what types of lay organizations or community programs do you participate? (Please indicate the extent of your participation by checking each item in the appropriate column.

Types of Lay Organizations	Hold Major Office No. %
Civic or service clubs	213 (21.4)
Church or other religious bodies	255 (25.1)
Recreational groups	50 (5.4)
Youth groups (e.g., scouting)	90 (9.7)
Cultural groups (e.g., music, art)	31 (3.4)
Fraternal (lodge, sorority, etc.)	80 (8.3)
Political (e.g., local party organization)	17 (1.8)
Health and social welfare (e.g., Red Cross, community chest)	189 (19.3)
Patriotic and veterans groups	18 (2.0)
Civil rights groups	14 (1.5)

As in similar studies of educators, church or other religious groups claimed the highest percent of affiliation (82.7%). (In the United States church membership is 63%[*]). Over a third of those who are church members hold an office.

Membership in health and social welfare groups claimed the next highest percentage of membership (73.6%). As with church membership, a

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[*] U.S. Bureau of the Census, Statistical Abstract of the United States: 1970. (91st Edition), Washington, D.C., 1970.

s of Lay Organizations	Hold Major Office		Active Member: No Office		Hold Membership; No Office		Not A Member	
	No.	%	No.	%	No.	%	No.	%
e clubs	213	(21.4)	381	(38.3)	98	(9.9)	302	(30.4)
religious bodies	255	(25.1)	385	(37.9)	200	(19.7)	176	(17.3)
oups	50	(5.4)	238	(25.5)	119	(12.8)	526	(56.4)
.g., scouting)	90	(9.7)	143	(15.4)	116	(12.5)	579	(62.4)
(e.g., music, art)	31	(3.4)	185	(20.1)	167	(18.1)	539	(58.5)
ge, sorority, etc.)	80	(8.3)	268	(27.9)	164	(17.1)	448	(46.7)
, local party organization)	17	(1.8)	148	(15.8)	272	(29.1)	499	(53.3)
al welfare (e.g., Red Cross,)	189	(19.3)	332	(33.8)	201	(20.5)	259	(26.4)
veterans groups	18	(2.0)	75	(8.1)	106	(11.5)	723	(78.4)
oups	14	(1.5)	56	(6.1)	64	(7.0)	782	(85.4)

other religious groups
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high number of those holding membership in health and social welfare groups were also major office holders (19.3%).

Civic or service club membership was the third type of lay organization claiming a high degree of participation. Nearly seven in ten respondents claimed membership, again with nearly a third of those holding a major office.

Nearly half of all special education administrators were also members in: fraternal groups (53.3%), political organizations (46.7%), and recreational groups (43.6%). Furthermore, over a third were members of cultural groups (41.5%) and youth groups (37.6%). Organizations with the smallest percentage of membership were patriotic and veterans groups (21.6%) and civil rights groups (14.6%).

Only one in five were members of patriotic or veterans groups and of those only 2% held a major office. Although only one in seven administrators are members of civil rights groups, this is more than twice the number of elementary principals* that hold memberships and nearly three times the number of classroom teachers*.

It is clear from the data that special education administrators are quite active in lay organizations, not only in membership, but in holding major offices. As a group they exceed the average of memberships and major office holders of both teachers and elementary principals. A comparison is shown:

Types of Lay Organiza

Church organizations
Fraternal groups
Political organizatio
Youth-serving organiz
Civil rights groups

[1] 1966 NEA Research Di
[2] 1968 NEA Research Di
in 1968.
[3] 1970 USOE/BEH Study.
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Suggestions for furth

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Types of Lay Organizations	Classroom Teachers[1]	Elementary Principals[2]	Special Education Administrators[3]
Church organizations	85.5	87.3	82.7
Fraternal groups	19.3	46.8	53.3
Political organizations	22.0	37.8	46.7
Youth-serving organizations	19.7	34.0	37.6
Civil rights groups	5.5	6.6	14.6

[1] 1966 NEA Research Division Study: The American Public School Teacher.

[2] 1968 NEA Research Division Study: The Elementary School Principalship in 1968.

[3] 1970 USOE/BEH Study. A Study of: The Administrator of Special Education Programs.

Suggestions for further investigation:

From the data, it is clear that special education administrators are quite actively involved in community affairs, but how this contributes to their influence as leaders is not known. Helpful would be data on such questions as: Are some types of memberships more valuable than others? Does the need to belong to lay organizations vary from community to community? How much carry over is there in influence from lay organizations to education and vice versa?

Table 74. How many hours PER WEEK (on the average) do you usually give to the lay organizations and activities?

Hours Per Week	Total Sample	Sex		Total Average Daily Membership									Total Average Daily Membership - Special Education										
		Male	Female	1-999	1000-2999	3000-7999	8000-14,999	15,000-24,999	25,000-49,999	50,000-99,999	100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wi Schoo
None	114 10.7%	8.7	16.0	13.0	14.1	12.0	10.4	8.3	7.0	8.8	12.9	0.0	11.7	16.5	10.1	10.0	9.9	7.3	9.1	9.7	3.3	11.0	10.8
1	130 12.2%	10.9	15.6	17.4	16.3	11.2	14.6	10.4	11.4	7.4	3.2	15.4	14.3	15.7	11.8	12.0	15.4	13.6	9.1	6.5	3.3	13.3	10.1
2-3	394 37.0%	36.3	38.8	34.8	37.0	34.9	36.2	36.1	38.5	41.2	45.2	46.2	33.8	33.0	39.3	36.0	34.1	31.8	41.3	48.4	40.0	36.1	34.2
4-5	255 23.9%	25.6	19.4	26.1	15.2	23.6	24.6	29.2	24.6	29.4	16.1	7.7	22.1	24.3	21.9	24.0	28.6	25.5	24.0	25.8	23.3	23.6	26.6
6-7	73 6.8%	7.3	5.8	4.3	6.5	10.9	5.4	4.9	6.1	5.9	6.5	0.0	7.8	5.2	9.6	7.5	4.4	7.3	5.0	3.2	3.3	6.8	8.9
8-9	27 2.5%	3.2	0.7	0.0	1.1	1.6	3.3	2.1	4.4	2.9	9.7	0.0	1.3	0.9	2.2	1.0	3.3	3.6	4.1	3.2	13.3	2.2	3.8
10 or more	73 6.8%	8.0	3.7	4.3	9.8	5.8	5.4	9.0	7.9	4.4	6.5	30.8	9.1	4.3	5.1	9.5		10.9	7.4	3.2	13.3	7.1	5.7
TOTALS D.N.A. 0 or 0.0%	1066	771	294	23	92	258	240	144	114	68	31	13	77	115	178	200	91	110	121	31	30	648	158

How many hours per week (on the average) do you usually give to the lay organizations and activities noted in the preceding question? (Question 73)

In addition to gathering data on participation in lay organizations, it was felt that some measure of the degree of participation might be gained by asking the respondents to indicate the amount of time they normally spend in those activities?

Within the sample as a whole (excluding those who answered "none") the median number of hours per week devoted to lay activities was four.

Men reported spending more time than did women and those in the

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		Total Average Daily Membership - Special Education									Employed By							Highest Degree Attained				Years Experience As A Special Education Administrator				
100,000-199,000	200,000+	1-49	50-99	100-199	200-399	400-599	600-999	1000-2499	2500-4999	5000+	Local School Dist.	County-Wide School Dist.	Educational Cooperative Unit	County Intermediate Unit	Multi-County Intermediate Unit	Local School Dist. and University	Other	Bachelor	Master	Master + 1	Doctor	1-3	4-9	10-19	20-29	30-39
12.9	0.0	11.7	16.5	10.1	10.0	9.9	7.3	9.1	9.7	3.3	11.0	10.8	8.9	7.3	9.7	40.0	16.7	18.0	10.6	9.3	13.1	10.9	11.6	8.8	7.1	0.0
3.2	15.4	14.3	15.7	11.8	12.0	15.4	13.6	9.1	6.5	3.3	13.3	10.1	10.1	12.8	3.2	0.0	10.0	6.0	12.7	12.7	10.2	13.5	12.6	8.8	14.3	0.0
45.2	46.2	33.8	33.0	39.3	36.0	34.1	31.8	41.3	48.4	40.0	36.1	34.2	43.0	44.0	41.9	20.0	30.0	36.0	42.2	34.2	37.2	37.9	36.1	36.8	32.1	20.0
16.1	7.7	22.1	24.3	21.9	24.0	28.6	25.5	24.0	25.8	23.3	23.6	26.6	29.1	16.5	29.0	0.0	30.0	24.0	20.2	27.1	19.7	25.1	20.6	27.5	32.1	0.0
6.5	0.0	7.8	5.2	9.6	7.5	4.4	7.3	5.0	3.2	3.3	6.8	8.9	2.5	7.3	6.5	20.0	3.3	2.0	7.1	7.5	5.8	4.7	8.2	7.8	10.7	20.0
9.7	0.0	1.3	0.9	2.2	1.0	3.3	3.6	4.1	3.2	13.3	2.2	3.8	0.0	4.6	0.0	0.0	6.7	2.0	1.9	3.1	2.2	1.9	3.1	2.0	3.6	40.0
6.5	30.8	9.1	4.3	5.1	9.5		10.9	7.4	3.2	13.3	7.1	5.7	6.3	7.3	9.7	20.0	3.3	12.0	5.3	6.2	11.7	5.9	7.7	8.3	0.0	20.0
31	13	77	115	178	200	91	110	121	31	30	648	158	79	109	31	5	30	50	322	550	137	422	388	204	28	5

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who answered "none")
activities was four.
en and those in the

largest program (5000+ students) much more time than others. Those in county-wide and county intermediate units report the highest percentage of time spent beyond an average of five hours per week.

Those with a doctorate tend to average slightly less time per week than do those with other degrees.

The more years of experience an administrator has, the more time he spends per week in lay activities.

Suggestions for further investigation:

As mentioned previously, data on the "quality" of participation would be more helpful than data on the "quantity." Do persons with doctorates spend less time, but accomplish more?

CHAPTER X
SELECTED ADMINISTRATIVE OPINIONS

Many areas of education are currently undergoing rapid change. Demands on e increased; teacher, administrator, school board relationships are changing; new education methods, materials and practices are emerging and different organizati appearing.

Because practice often precedes empirical testing or evaluation by several from which to judge the impact of current trends is that which can be derived fr

In this section of the study we asked administrators of special education t taking place. Their responses follow.

In terms of special education administration, how would you evaluate the effect of the recent increased demands of teachers for a more important role in school system policy development? (Question 75)

In a USOE study on contemporary issues in administration, (Goldhammer 1967), teacher activism was named as one of the six overriding concerns. In order to determine if special education administrators share this concern, they were asked to respond to the question

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CHAPTER X

SELECTED ADMINISTRATIVE OPINIONS

urrently undergoing rapid change. Demands on educators' time and energy have
school board relationships are changing; new developments in general and special
ractices are emerging and different organizational arrangements are constantly

es empirical testing or evaluation by several decades, the only basis that exists
current trends is that which can be derived from professional opinion.
we asked administrators of special education to give their views about the changes
low.

would you evaluate the
s for a more important
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ministration,
one of the six over-
l education administra-
nd to the question

posed in Table 75.

Nearly one in three special education administrators replied that they thought the increased demand for teachers to have a more important role in school system policy development was having a considerable effect of a "desirable" nature. Only 6.3% expressed the concern that it was having considerable effect of an "undesirable" nature. About a quarter of the respondents thought that increased activism was having

Table 75.

In terms of special education administration, how would you evaluate the effect of the recent increased demands of teachers for a more important role in school system policy development?

Effect	Checked By Respondent	
	No.	%
Considerable effect of a desirable nature, (e.g., will increase leadership opportunities for administrators.)	416	30.3
Considerable effect of an undesirable nature, (e.g., too many decisions will bypass the administrator.)	65	6.3
Some effect; not very significant	251	24.3
Little or no effect	54	5.2
Not an issue in my position	247	23.9
Did not answer	33	3.1

some effect; not very significant and 5.2% thought that it was having little or no effect.

Again, about a quarter of the administrators of special education responded that this question was "not an issue in my position."

Suggestions for further investigation:

The extent to which special education teachers as a group are concerned with an increased role in school system policy development has not been systematically studied. Furthermore, it is not entirely clear if their role has changed in a significant way in the past few years in regard to policy development in their own area, "special education."

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66.8% a major cause)
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	Checked By Respondent	
	No.	%
	416	30.3
es	65	6.3
nt	251	24.3
	54	5.2
	247	23.9
	33	3.1

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The whole question of teacher involvement will be of increasing interest and concern in the next few years as more states pass teacher negotiations legislation.

An interesting study would be one that seeks to find out if special education teachers differ from other groups of teachers in perceptions regarding expanded teacher roles.

If the pressure upon you as an administrator and the demands for your time and energy have increased during the past five years, what in your opinion have been the major and minor causes? (Question 74)

Much has been written recently about the increased demands on educcation's professionals. Administrators especially have reported the changing nature of their roles and have indicated various "causes" for those changes.

In this study, 93.3% of the respondents indicated that within the past five years they have felt increasing pressure on their time and energy. Two types of demands stand out as reasons; they are: an increase in the number of special education programs (91.6% a cause, 66.8% a major cause) and higher standards and goals I set for myself (90.1% a cause, 55.5% a major cause).

A second group of "causes" given (those above 70%) included: new

Table 76. If the pressure upon you as an administrator and the demands for your time and energy have increased during the past five years, what in your opinion have been the major and minor causes?

Types of Demands	A Cause*		Major Cause		Minor Cause		Not A Cause	
	No.	%	No.	%	No.	%	No.	%
Larger number of special education programs	838	(91.6)	611	(66.8)	227	(24.8)	76	(8.3)
Higher standards and goals I set for myself	805	(90.1)	496	(55.5)	309	(34.6)	89	(10.0)
New procedures and goals of the special education staff	767	(85.3)	402	(44.7)	365	(40.6)	133	(14.8)
Larger student enrollments	727	(80.6)	426	(47.2)	301	(33.4)	175	(19.4)
Federally sponsored programs for disadvantaged students	697	(77.4)	364	(40.4)	333	(37.0)	204	(22.6)
Expectations of parents	655	(73.9)	202	(22.8)	453	(51.1)	231	(26.1)
Demands of the central administration	615	(69.2)	230	(25.9)	385	(43.3)	274	(30.8)
Expectations of community groups	565	(64.0)	123	(13.9)	442	(50.1)	317	(35.9)
Extensive changes in nature of student population	503	(56.7)	198	(22.3)	305	(34.4)	384	(43.3)
Restrictions imposed by state department of education	492	(56.0)	186	(21.2)	306	(34.8)	387	(44.0)
Demands from a few influential citizens	349	(40.4)	56	(6.5)	293	(33.9)	516	(59.7)
No increase in pressure	71	(6.7)						

*This category combines major cause and minor cause responses.

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the past five years, what in your
causes?

Major Cause		Minor Cause		Not A Cause	
o.	%	No.	%	No.	%
11	(66.8)	227	(24.8)	76	(8.3)
96	(55.5)	309	(34.6)	89	(10.0)
02	(44.7)	365	(40.6)	133	(14.8)
26	(47.2)	301	(33.4)	175	(19.4)
64	(40.4)	333	(37.0)	204	(22.6)
02	(22.8)	453	(51.1)	231	(26.1)
30	(25.9)	385	(43.3)	274	(30.8)
23	(13.9)	442	(50.1)	317	(35.9)
98	(22.3)	305	(34.4)	384	(43.3)
86	(21.2)	306	(34.8)	387	(44.0)
56	(6.5)	293	(33.9)	516	(59.7)

se responses.

procedures and goals of the special education staff (85.3%), larger student enrollments (80.6%), federally sponsored programs for disadvantaged students (77.4%), and expectations of parents (73.9%). Of this group, larger student enrollments had the highest percentage of major cause responses (47.2%).

A third group of "causes" (those mentioned by between 50-70% of the respondents) consisted of demands of the central administration, expectations of the community, extensive changes in the nature of the student population, and restrictions imposed by the state department of education.

Demands from a few influential citizens, although seen as a minor cause by about a third of the respondents, was viewed as a major cause of pressure by only 6.5% of the population.

Suggestions for further investigation:

As numbers of students, programs, procedures, restrictions, goals and expectations increase, and predictions are that they will, it will become increasingly important that special education leaders develop effective ways to cope with these "demands." Both those who train leaders and those who employ them will need to be in a position not only to understand the problems but to provide tangible assistance in their resolution. Although this survey points out the problems it in no way provides an explanatory framework or empirical information necessary to "do something about them."

Perhaps in-depth interview studies, or case studies, are required to get at the way in which special education administrators have responded to these situations, as well as to explicate the nature of the increased demands.

Today there are new demands and developments in general and in special education. The purpose of this question is to obtain your views on the value of various practices and issues. (Question 76)

Education is continually changing. As a result, educators are constantly faced with new demands and developments. To find out how special education administrators viewed these developments, they were asked to rate as very important, important, unimportant or do not have sufficient knowledge to respond, to each of 26 items. The items were selected from a survey of general and special education journals published in 1969.

One third or more of the respondents viewed the following nine

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practices or issues a
education (60.9%), pr
into practice for tea
(48.3%), new learning
instructional materia
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(34.2%), and differen

A second groupin
were: university in-
special education adm
mation Centers (57.6%
(53.2%), team teachin
tional and profession
instruction materials

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appear in both the ve

Attention is cal
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more rigid certificat
cation (30%), the dev
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practices or issues as *very important*: continued federal aid to special education (60.9%), prescriptive teaching (55.4%), translation of research into practice for teachers (48.3%), special education resource rooms (48.3%), new learning disabilities categories (40.8%), special education instructional materials centers (36.9%), use of video tape equipment for instruction and professional improvement (35.1%), team teaching (34.2%), and differentiated staffing (32.5%).

A second grouping of practices and issues considered *important* were: university in-service resources (60.8%), research studies in special education administration (58.2%), Educational Resources Information Centers (57.6%), efficacy studies concerning classes of EMR (53.2%), team teaching (52.1%), use of video tape equipment for instructional and professional improvement (51.6%) and special education instruction materials centers (50.5%).

You will notice that three of the practices mentioned thus far appear in both the very *important* category and the *important* category.

Attention is called to ten practices which were perceived as unimportant. By frequency of mention they were: student militancy (30.7%), more rigid certification requirements for administrators of special education (30%), the development of the middle school (29.7%), the increase of teacher militancy (27.1%), minority group militancy (24.7%), decen-

Table 77. Today there are new demands and developments in general and in special education. T
the various practices and issues. Please give your views by checking each item in t
for the future. Please check each item in the appropriate column.

Practices and Issues	Very Important	
	No.	%
The development of functional intermediate units	274	(25.2)
Prescriptive teaching	576	(55.4)
New learning disabilities categories	424	(40.8)
Continued federal aid to special education	638	(60.9)
Efficacy studies concerning classes of EMR	279	(26.9)
Research studies in special education administration	197	(19.0)
Reorganization of school districts into larger units	276	(26.5)
Decentralization of larger districts	131	(12.7)
More rigid certification requirements for administrators of special education	156	(14.9)
ERIC - Educational Resources Information Center	202	(19.3)
Computer assisted instruction for exceptional children	141	(13.5)
Data processing for record keeping	196	(18.8)
Special education instructional materials centers (SEIMC)	386	(36.9)
Simulation training for future special education administrators	250	(23.9)
Use of video tape equipment for instruction and professional improvement	367	(35.1)
Micro teaching	130	(12.5)
The development of the middle school	92	(8.8)
The increase of teacher militancy	196	(18.9)
University inservice resources	198	(19.1)
Translation of research into practice for teachers	505	(48.3)
Student militancy	153	(14.7)
Minority group militancy	182	(17.6)
Recent court decisions concerning grouping of students	244	(23.6)
Special education resources rooms	505	(48.3)
Team teaching	358	(34.2)
Differentiated staffing	331	(32.5)

ments in general and in special education. The purpose of this question is to obtain your views on se give your views by checking each item in the appropriate column in reference to its importance in the appropriate column.

	Very Important No.	Very Important %	Important No.	Important %	Unimportant No.	Unimportant %	Do Not Have Sufficient Knowledge To Respond No.	Do Not Have Sufficient Knowledge To Respond %
	274	(25.2)	344	(34.1)	60	(5.9)	331	(32.8)
	576	(55.4)	344	(33.1)	27	(2.6)	93	(8.9)
	424	(40.8)	452	(43.5)	134	(12.9)	30	(2.9)
	638	(60.9)	356	(34.0)	40	(3.8)	14	(1.3)
	279	(26.9)	551	(53.2)	92	(8.9)	114	(11.0)
ion	197	(19.0)	605	(58.2)	140	(13.5)	97	(9.3)
its	276	(26.5)	384	(36.8)	219	(21.0)	164	(15.7)
	131	(12.7)	320	(31.1)	250	(24.3)	328	(31.9)
trators of special education	156	(14.9)	482	(46.1)	314	(30.0)	94	(9.0)
	202	(19.3)	603	(57.6)	137	(13.1)	104	(9.9)
ldren	141	(13.5)	422	(40.3)	190	(18.2)	293	(28.0)
	196	(18.8)	477	(45.9)	197	(18.9)	170	(16.3)
(SEIMC)	386	(36.9)	529	(50.5)	82	(7.8)	50	(4.8)
administrators	250	(23.9)	487	(46.5)	94	(9.0)	216	(20.6)
rofessional improvement	367	(35.1)	540	(51.6)	69	(6.6)	71	(6.8)
	130	(12.5)	400	(38.6)	87	(8.4)	420	(40.5)
	92	(8.8)	350	(33.6)	309	(29.7)	290	(27.9)
	196	(18.9)	375	(36.2)	280	(27.1)	184	(17.8)
	198	(19.1)	630	(60.8)	104	(10.0)	105	(10.1)
rs	505	(48.3)	469	(44.8)	29	(2.8)	43	(4.1)
	153	(14.7)	346	(33.3)	319	(30.7)	220	(21.2)
	182	(17.6)	400	(38.7)	255	(24.7)	196	(19.0)
dents	244	(23.6)	407	(39.3)	160	(15.5)	224	(21.6)
	505	(48.3)	448	(42.9)	38	(3.6)	54	(5.2)
	358	(34.2)	545	(52.1)	107	(10.2)	36	(3.4)
	331	(32.5)	421	(41.3)	64	(6.3)	204	(20.0)

tralization of larger districts (24.3%), reorganization of school districts into larger units (21%), data processing for record keeping (18.9%), computer assisted instruction (18.2%), and recent court decisions concerning grouping of students (15.5%).

A quarter of the respondents indicated there were five issues or practices about which they had insufficient knowledge to respond. By frequency of mention they were: micro-teaching (40.5%), the development of functional intermediate units (32.8%), decentralization of larger units (31.9%), computer assisted instruction for exceptional children (28%), and the development of the middle school (27.9%).

Certain issues and practices stand out because of the combination of views expressed by the respondents. Consider for instance, differentiated staffing. Nearly a third of the administrators felt this practice was very important. Another 41.3% considered it important and yet 20% indicated insufficient knowledge about it to respond. Or look at team teaching; 86.3% consider it important but yet in how many of the 1066 systems is it utilized? Better yet, look at translating research into practice for teachers; 93.1% of all respondents viewed this as important and yet there are very few mechanisms in education to address that need.

Suggestions for furth

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(Question 77)

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Suggestions for further investigation:

The data in this table become quite intriguing when you use it to pose "what if" questions. For instance, what if the level of federal funding changes--have administrators considered alternatives? If 92.2% of the respondents feel special education resource rooms important, what is the adoption rate of that practice? If ERIC centers are considered important by seven out of ten special education administrators, then what are the patterns of utilization?

It is safe to say that at least eight of the nine most important practices merit further study and indeed perhaps all 26 do.

If you could "wave a magic wand," what one thing would you want to have to increase your effectiveness as a special education administrator? (Question 77)

The problem of increasing administrative "effectiveness" is one that has commanded attention for nearly a century. Starting with Frederick Tayler's work in the late 19th Century, interest has continued with cycles of productive attention occurring at irregular intervals based predominantly on the emergence of men of stature who have addressed the question.

Following Tayler's early attention to scientific analysis and planning of work processes came Fayal's attempt to develop a "general approach" to administration. Fayal's contention was that administration was not the exclusive property of a few, but was spread throughout the organization. Gulic and Urwick, during the 1930's and 40's, gave increased attention to the principles of formal organization and then came the new pioneers; Mary Parker Follett (one of the first to deal with the psychological aspects of administration), Elton Mayo and Fritz Roelhlesberger (research on worker's behavior), Chester Barnard (leadership in cooperative systems), and Herbert A. Simon (studies of behavior of administrative man).

Of the last mentioned, Simon together with James G. March have perhaps had the most lasting influence. Their attention to individual and group conflict through the processes of problem-solving, persuasion, bargaining and politics set the stage for many that have followed them.

Unfortunately, compared to other fields or disciplines, little evidence exists that effectiveness has been a research concern in special education administration.

The answers provided to the question on administrative effectiveness in this study do little to compensate for this lack of research data. Perhaps the best that can be gained from restating what to some will be the obvious will be to call attention to the situation in a way

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In order of freq
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In order of frequency, the over-riding concerns of the respondents were: insufficient staff (225), lack of time (145), insufficient financial;resources (132), need for additional knowledge (120), better communications (63), more authority (52), facilities and equipment (44), organization problems (43), lack of research (15), and miscellaneous (39). In all, 878 respondents replied to this question.

In brief, this is what was said about the above:

Insufficient staff. Respondents listed a total range of special education personnel as needed, but mentioned most often: assistants, supervisors and teachers.

Lack of time. The responses here conjure up a vision of harried administrators always cutting corners with time, never quite enough time to do well the many tasks they face each day. Most frequently mentioned were: not enough time to consult with staff, not enough time to develop new programs and not enough time for supervision.

Insufficient financial resources. Money was needed for: additional staff (both professional and non-professional), new programs, and exemplary teaching materials.

Additional knowledge base. Four areas dominated this concern.

In order they were: knowledge of supervisory practices, knowledge of special education categories, knowledge about new administrative practices and help in self-improvements.

Better communication. Communication, or the lack of it, presented a problem with other administrators, staff, community and parents.

More authority. The predominant concern was for line rather than staff status. This would permit participation in policy decisions, better control of programs and more effective supervision of personnel.

Facilities and equipment. Administrators felt constrained by outmoded facilities and insufficient equipment for the special education programs, especially resource rooms, video equipment, audio-visual materials. Another concern was for office space.

Organization problems. These tended to cluster around: the organization of more effective special service units, problems of pupil placement, concern eminating from categorical labeling of students and lack of coordination between and among cooperating units.

Lack of research. Two concerns were expressed by the respondents. The first was inadequate research data to base decisions on and

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the second was a lack of opportunity to do field research utilizing innovative local ideas.

Suggestions for further investigation:

The state of the art in education is well beyond status studies of effectiveness. What is needed is research that focuses on the elements in organizations and the processes by which they develop and influence behavior. Additional investigation should examine ways to diagnose leadership problems, how policy decisions are made, and the design and development of efficient and effective organizations.

If you could change the administrative structure of your organization, what changes would you make? (Question 78)

Answers to this question point rather dramatically to the lack of attention often given to organizational structure and function. Inattention has certain consequences as pointed out by Griffiths.[1]

> Failure to consider the function of organization in education has resulted in the development of school systems which have been organized seemingly without purpose--at least not the purpose for which one would assume institutions of this type are organized. The language of organization is the language of administration. Lack of meaningful organization concepts has led to hopeless confusion.

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[1] Daniel E. Griffiths, Clark, Wayne Iannaccone, Organizing Schools for Effective Education. (Danville, Illinois, The Interstate Printers and Publishers, Inc., 1962) pp. 3.

That such may be the case in special education is evidenced by the open-ended responses to this question. A categorical summary of respondents' answers which relies at least partially on Dale's[2] concept of "organizational deficiency" follows.

1. Changing the line-staff relationship. Most administrators opted for a line relationship, directly connected to the superintendent in such a way that the special education program would be more congruent with the regular education program. This is a rather dramatic shift from the traditional specialist-staff position which often prevents the special education administrator from sharing in the general decision-making process.
2. Authority--responsibility--status. Many administrators felt their general responsibilities were far in excess of their authority to do a good job. The predominant solution offered was to make the position of special education administrator an assistant or associate superintendent, thus increasing both his authority and status. The two areas most often linked to authority deficit were personnel and budget.
3. Although both of the programs were suggested, the sentiment was about two to one in favor of more centralization of the special education program. It was strongly felt that having the program as a part of

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program as a part of an attendance unit tended to divert attention from a total comprehensive special education program.

4. The intra-relationship of the various programs of services to children was mentioned quite frequently, with concern about equally divided between all special services for children (i.e. health, guidance, pupil personnel, testing, etc.) being coordinated under one program and a desire to keep special education a separate program. Many of those who wished to have special education separate from other child services also expressed a strong desire to have it more closely aligned with the department of curriculum and instruction rather than considered an ancillary service.
5. Another series of suggestions dealt with role clarity or rather the lack of it. Comments indicated a lack of job descriptions, undefined or poorly defined role relationships, overlapping functions and responsibilities, and confusion over the administration-supervision dichotomy.
6. Closely related to many of the above and yet often considered separately were comments concerning communication and coordination both inter and intra program and system. Respondents referred to the

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[2] Ernest Dale, Planning and Developing the Company Organization Structure. (N.Y., N.Y., American Management Association, 1952) pp. 22.

need for both more efficient and more effective ways to relate to significant others through administration teams, administration cabinets or coordinating councils.

7. Reorganization and consolidation both within the local system and as a part of a multi-unit system was frequently mentioned as a way to improve special education administration effectiveness. For those in large systems, the suggestions often took the form of decentralization. Those in small units often looked to consolidation or regionalization.
8. Numerous responses stressed fiscal autonomy as a way to improve the organization. Suggestions entailed modification in accounting systems, taxing systems, purchasing systems and budget allocations.
9. Research development, evaluation and long-range planning, although often mentioned, did not command a great deal of direct attention; more often than not it was implied as part of another response.

All of the organizational problems mentioned in classic organizations studies seemed to emerge in one way or another in this study and for apparently the same reasons. Although no attempt was made to diagnose problems in relation to organization size as Dale did in his study of companies, comparisons by types of problems can be made. For instance, where Dale talks about "division of work" this study addressed the

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problem of "role clarity" and the concern with "responsibility-authority" roughly parallels his "delegation of responsibility" and so on.

Unfortunately, the form in which the data was generated does not permit an empirical analysis. In a word, it only substantiates the existence of organization problems, rather than addressing them in any significant way.

When one considers the magnitude and complexity of these concerns, it becomes readily apparent that they will not be easily nor immediately solved. Hopefully, what has been accomplished with this exposition is to interest other researchers in seeking definitive answers to some of the problems that have been voiced.

Suggestions for further investigation:

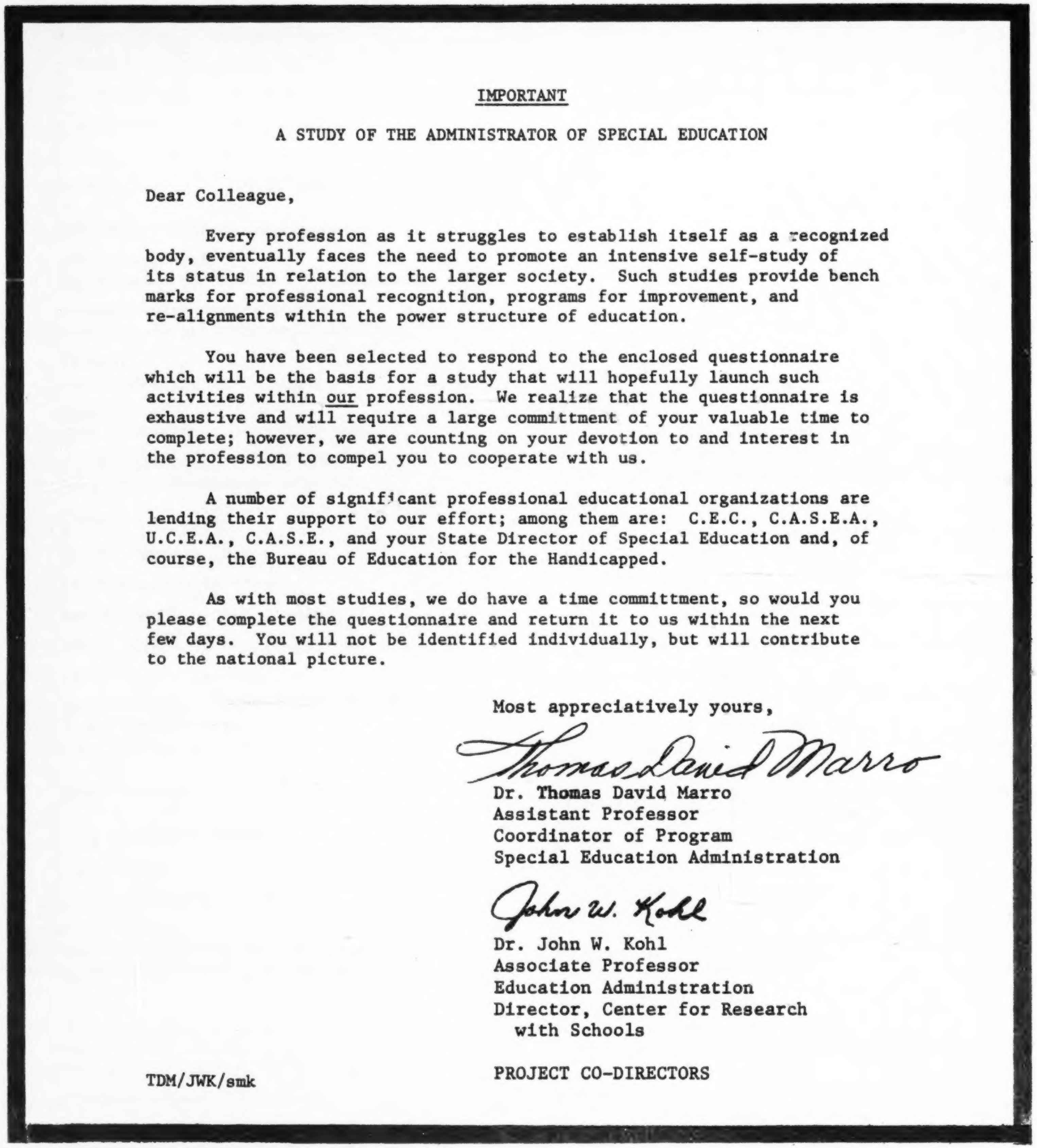
Organization in special education has been concerned primarily with pupil, classroom and program organization and has seemingly completely ignored the larger questions of the consequences of organization as a part of a social sub-system. Although much attention has been given questions of economy of scale (i.e. size of programs, shared services, regionalization, etc.), little attention has been paid to organization morale, organization influenced behaviors (either functional or dysfunctional), organizational reward systems, the symbiotic relationships of reference groups, status relationships, factors associated with cohesiveness, the effect of informal and non-formal relationships, etc.

It may well be that what is special about "special education" or exceptional about "exceptional education" has more to do with the organization and administration of the service than the nature of the instruction. It seems strange that such things as prescriptive teaching team teaching and differentiated staffing can be so proactive in melding special and general education, while questions of organization administration, coordination, planning, directing, evaluating and funding tend to be re-active in the total program.

The paradox is not so much that parent groups rather than professional groups provided the impetus to organize special education, but rather that professional groups continue to pay so little attention to the consequences of special education organization. Arrangements grow more complex, organizational forms proliferate, behavioral consequences become more confusing and simple solutions are somehow expected to derive from "more money," "new categories" or "integration." This area, perhaps more than any other administrative concern, is a veritable new frontier begging to be explored by researchers. A field that has grown over 500% in the past two decades can hardly afford to wait much longer for research attention.

APPENDICES

APPENDIX A



IMPORTANT

A STUDY OF THE ADMINISTRATOR OF SPECIAL EDUCATION

Dear Colleague,

Every profession as it struggles to establish itself as a recognized body, eventually faces the need to promote an intensive self-study of its status in relation to the larger society. Such studies provide bench marks for professional recognition, programs for improvement, and re-alignments within the power structure of education.

You have been selected to respond to the enclosed questionnaire which will be the basis for a study that will hopefully launch such activities within our profession. We realize that the questionnaire is exhaustive and will require a large committment of your valuable time to complete; however, we are counting on your devotion to and interest in the profession to compel you to cooperate with us.

A number of significant professional educational organizations are lending their support to our effort; among them are: C.E.C., C.A.S.E.A., U.C.E.A., C.A.S.E., and your State Director of Special Education and, of course, the Bureau of Education for the Handicapped.

As with most studies, we do have a time committment, so would you please complete the questionnaire and return it to us within the next few days. You will not be identified individually, but will contribute to the national picture.

Most appreciatively yours,

Thomas David Marro

Dr. Thomas David Marro
Assistant Professor
Coordinator of Program
Special Education Administration

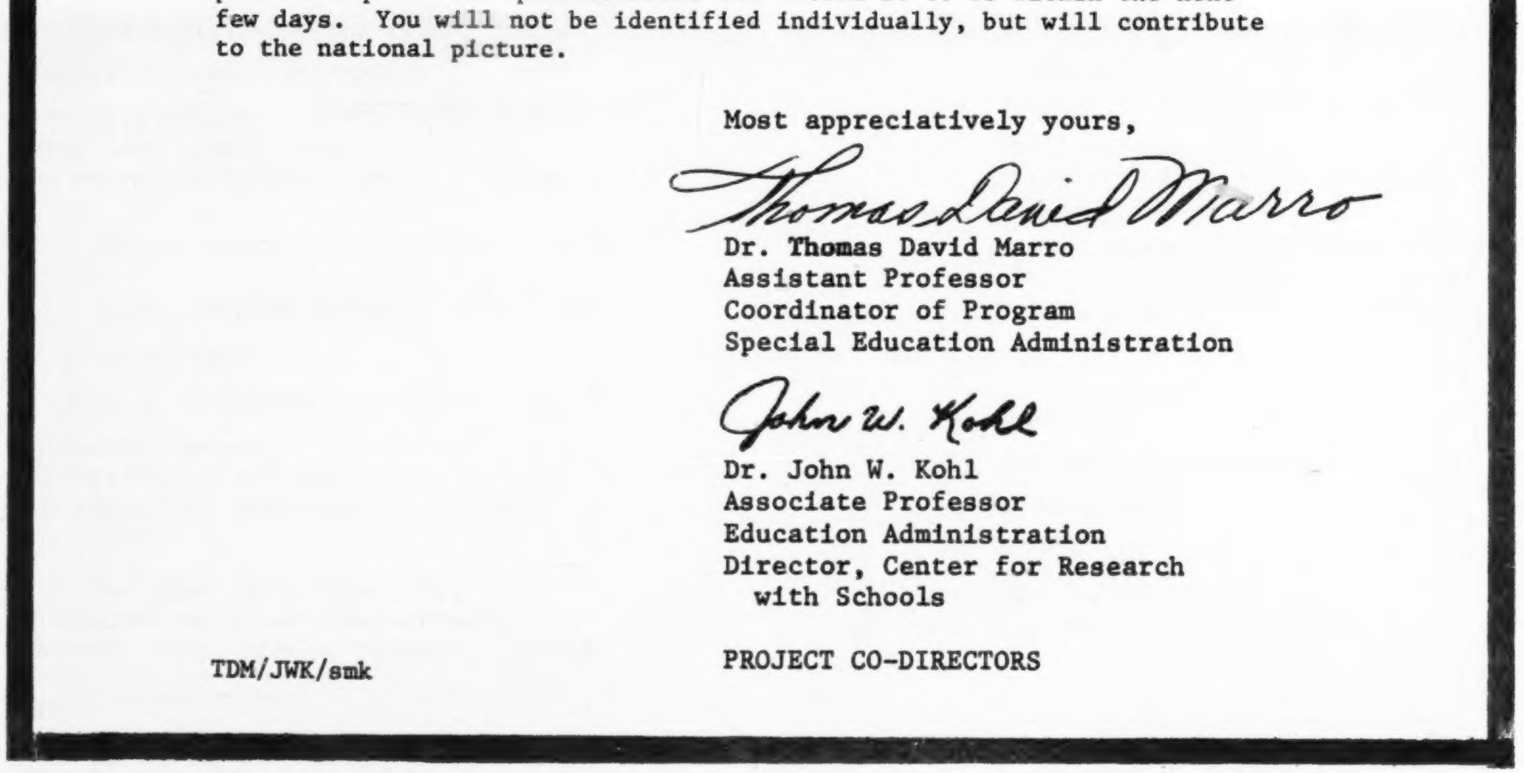
John W. Kohl

Dr. John W. Kohl
Associate Professor
Education Administration
Director, Center for Research
with Schools

PROJECT CO-DIRECTORS

TDM/JWK/smk

APPENDIX A



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Education Administration
Director, Center for Research
with Schools

PROJECT CO-DIRECTORS

TDM/JWK/smk

FIRST QUESTIONNAIRE

Name______________________________ Title______________
First Initial Last
School District or Educational Unit: ______________________

Office Address: ______________________________

____

____
City State ZIP Telephone

1. Please check the areas of exceptionality included in your program for exceptional children.

☐ Speech Handicapped	☐ Visually Handicapped
☐ Educable Mentally Retarded	☐ Aurally Handicapped
☐ Trainable Mentally Retarded	☐ Emotionally Disturbed
☐ Orthopedically Handicapped	☐ Intellectually Gifted

☐ Other (please list)______________________________

____

2. Please indicate the PERCENTAGE of your time (exclusive of classroom duties) spent in:
______% Supervision of the Program
______% Administration of the Program
______% Evaluation of the Program
______% Designing and implementing changes in the Program

Total ______% Time spent in Administration of Special Education Program
______% Time spent in other duties (please list AREAS and PERCENTAGES)

____

DO NOT TEAR. Please fold so return address is on outside. Staple and mail.

Center for Cooperative Research with Schools
The Pennsylvania State University
University Park, Pennsylvania 16802

A STUDY OF THE SPECIAL EDUCATION ADMINISTRATOR

Section I: Characteristics

1. What is the official title used in your school system to designate your position? (check one)

☐ Director of Special Education
☐ Special Education Consultant
☐ Coordinator of Special Education
☐ Supervisor of Special Education
☐ Assistant Superintendent of Special Education
☐ Director of Pupil Personnel Services
☐ Other (please specify) __________

____

What is the total pupil enrollment A.D.M.(Fall 1969) of the school district (s) you serve? ____________

3. What is the total enrollment in the special education program (s)? (A.D.M. Fall 1969) ____________

4. How many (full time equivalency) special education positions (not counting your own) are under your direction? _______

5. How would you characterize the basic organizational pattern of the special education classes?

☐ Self contained
☐ Integrated
☐ Other (please specify) __________

____

6. How would you characterize the community which your school district [or program (s)] serves? **(Check those that apply)**

☐ Large city - 500,000 +
☐ Small city - 10,000 to 500,000
☐ Small town - 1,000 to 10,000

9. Many communities have a council of social or community agencies composed of professional and laymen working in those fields. Do you have such an organization in your community?

☐ Yes ☐ No

If yes, do you work closely with this agency?

☐ Yes ☐ No

10. What budget provisions are made for you to attend professional meetings and conventions? (check one)

☐ Total expenses
☐ Partial expenses
☐ No expense provided
☐ Other (please specify) __________

____

11. How often do you attend school board meetings? (check one)

☐ Frequently
☐ Occasionally
☐ For special presentations
☐ Never

12. What is the local policy with regard to specific curriculum guides in special education programs? (check appropriate item or items)

☐ Curriculum guides for educable mentally retarded
☐ Curriculum guides for trainable retarded
☐ No specific curriculum guides
☐ Other (please specify)

A.D.M.(Fall 1969) of the school district (s) you serve? ____________

3. What is the total enrollment in the special education program (s)? (A.D.M. Fall 1969) ____________

4. How many (full time equivalency) special education positions (not counting your own) are under your direction? _______

5. How would you characterize the basic organizational pattern of the special education classes?
   - ☐ Self contained
   - ☐ Integrated
   - ☐ Other (please specify) __________

6. How would you characterize the community which your school district [or program (s)] serves? **(Check those that apply)**
   - ☐ Large city - 500,000 +
   - ☐ Small city - 10,000 to 500,000
   - ☐ Small town - 1,000 to 10,000
   - ☐ Village - 100 to 1,000
   - ☐ Rural - mostly farm
   - ☐ Rural - not farm

7. How would you characterize your school district population? (check one)
   - ☐ Wide diversity in cultural background
   - ☐ Some diversity in cultural background
   - ☐ Homogeneous in cultural backgrounds; predominantly disadvantaged
   - ☐ Homogeneous in cultural backgrounds; few disadvantaged
   - ☐ Typical heterogeneous community

8. Are you employed by? (check one)
   - ☐ A local school district
   - ☐ A county-wide school district
   - ☐ An educational cooperative unit
   - ☐ A county (intermediate unit)
   - ☐ A multi-county (intermediate unit)
   - ☐ Other ______________________________

- ☐ Partial expenses
- ☐ No expense provided
- ☐ Other (please specify) __________

11. How often do you attend school board meetings? (check one)
    - ☐ Frequently
    - ☐ Occasionally
    - ☐ For special presentations
    - ☐ Never

12. What is the local policy with regard to specific curriculum guides in special education programs? (check appropriate item or items)
    - ☐ Curriculum guides for educable mentally retarded
    - ☐ Curriculum guides for trainable retarded
    - ☐ No specific curriculum guides
    - ☐ Other (please specify) __________

13. Check the areas of exceptionality and levels in which you have an administrative responsibility.

	Speech Handicapped	Educable Mentally Retarded	Trainable Mentally Retarded	Orthopedically Handicapped	Visually Handicapped	Aurally Handicapped	Emotionally Disturbed	Intellectually Gifted	Learning Disabilities	Other (please list)
Pre-school										
Kindergarten										
Elementary										
Intermediate										
Secondary										
Adult										

Section II: Experience and Preparation

14. What is your age? ____________ years

15. Please indicate your sex.

☐ Male ☐ Female

16. What is your marital status?

☐ Single

☐ Married

☐ Divorced, separated, or widowed

17. What is your highest degree? (check one)

☐ Bachelor's degree

☐ Master's degree

☐ Master's degree plus one year of advanced study

☐ Doctor's degree

18. What was your undergraduate

Major____________

Minor____________

19. What was your graduate

Major____________

Minor____________

20. In your college study in preparation for your present position, what was the value to you of the following instructional methods? Please evaluate each type by checking in the appropriate column.

Method	Have experienced it: Of much value	Have experienced it: Of some value	Have experienced it: Of little value	Did not experience it
Course lectures......	☐	☐	☐	☐
Class discussions	☐	☐	☐	☐
Term papers..	☐	☐	☐	☐
Doing research.....	☐	☐	☐	☐
Seminars.....	☐	☐	☐	☐
Field studies				
Workshops ...	☐	☐	☐	☐
Other (write in)_______	☐	☐	☐	☐
____________				
____________				

22. What type of experience has contributed most to your success as an administrator of special education? (check one)

☐ Classroom or therapy experience

☐ College practicums, etc.

☐ Experience as an intern prior to employment

☐ Inservice study and training programs

☐ My own, self directed study and research work

☐ Other (write in) ________________

____

____

23. The suggestion has been made that educators should be released during school hours for professional improvement activities. How important do you think this is with regard to the following: Check once for each activity.

Possible activity	Very important	Good, but not necessary	Not a good idea	No opinion
Regular college study.	☐	☐	☐	☐
School system inservice programs	☐	☐	☐	☐
Programs of professional associations	☐	☐	☐	☐
Exchange visits	☐	☐	☐	☐
Other (write in)________				
____________	☐	☐	☐	☐
____________				

24. Administrators on the job often engage in various professional growth experiences. Please evaluate each of the following by checking in the appropriate column.

Activity	Have experienced it: Of much value	Have experienced it: Of some value	Have experienced it: Of little value	Have not had the experience
Professional writing for publication........	☐	☐	☐	☐

Major ____________

Minor ____________

20. In your college study in preparation for your present position, what was the value to you of the following instructional methods? Please evaluate each type by checking in the appropriate column.

Method	Have experienced it Of much value	 Of some value	 Of little value	Did not experience it
Course lectures......	☐	☐	☐	☐
Class discussions	☐	☐	☐	☐
Term papers. .	☐	☐	☐	☐
Doing research.....	☐	☐	☐	☐
Seminars.....	☐	☐	☐	☐
Field studies				
Workshops ...	☐	☐	☐	☐
Other (write in)_______	☐	☐	☐	☐
___________				
___________				

21. The internship, properly defined, is a continuous period of time spent in an actual administrative organization under direct supervision. Did you experience a period of internship during your professional education?

☐ Yes ☐ No

If yes, how long a period was it?

☐ 3 months

☐ 6 months

☐ 12 months

☐ more than 12 months

The kind of organization you interned in (check more than one if they apply)

☐ Public school organization

☐ State Department of Education

☐ Private school organization

☐ Federal organization

☐ University organization

☐ Other_______________________________

____

School system inservice programs	☐	☐	☐	☐
Programs of professional associations	☐	☐	☐	☐
Exchange visits	☐	☐	☐	☐
Other (write in)______				
___________	☐	☐	☐	☐
___________				

24. Administrators on the job often engage in various professional growth experiences. Please evaluate each of the following by checking in the appropriate column.

Activity	Have experienced it Of much value	 Of some value	 Of little value	Have not had the experience
Professional writing for publication............	☐	☐	☐	☐
Teaching college classes	☐	☐	☐	☐
Teaching classes in my school....	☐	☐	☐	☐
Serving on committees	☐	☐	☐	☐
Consulting in other schools or systems......	☐	☐	☐	☐
Educational tours and services....	☐	☐	☐	☐
Active roles in professional associations....	☐	☐	☐	☐
Institutes and workshops	☐	☐	☐	☐
Self-directed study and research..........	☐	☐	☐	☐
Other (write in) __________	☐	☐	☐	☐
__________				
__________				

25. On the average, how many total hours per week do you devote to such activities as those listed in Question 24? ________ total hours per week.

26. Please indicate your status this year with regard to state certification. Please check all appropriate boxes.

☐ Regular administrator's certificate
☐ Special education administrator's certificate
☐ Elementary teacher's certificate
☐ Secondary teacher's certificate
☐ School Psychologist Certificate
☐ Special education certificate (in any areas of exceptionality)
☐ Other (write in) ____________

____

27. In which professional associations do you hold membership this year? (Check all that apply)

☐ National Education Association
☐ State Education Association
☐ Local Education Association
☐ Council for Exceptional Children
☐ Phi Delta Kappa or Phi Lambda Theta
☐ Council of Administrators of Special Education
☐ American Federation of Teachers
☐ American Association for Mental Deficiency
☐ American Educational Research Association
☐ American Association of Supervision and Curriculum Development
☐ American Psychological Association
☐ Other (write in) ____________

____

28. What college courses do you believe are most important in the preparation of administrators of special education programs? (Rank the three most important ...1-2-3)

___ Child growth and development
___ Tests and measurement
General psychology

29. What position did you hold just before your first special education administration position? (check one)

☐ Classroom teacher (elementary)
☐ Classroom teacher (secondary)
☐ Speech therapist
☐ Guidance counselor
☐ Teacher of mentally retarded
☐ School psychologist
☐ Teacher of emotionally disturbed
☐ Other administrator (please specify)

____

☐ Other (please specify) ____________

____

30. How old were you when appointed to your first job of special education administrator? __________years.

31. What was your primary reason for becoming an administrator of special education? (Check one)

☐ Preferred administration and supervision to classroom instruction
☐ Needed a larger income
☐ Consider administration as especially important in education
☐ Encouraged by others
☐ Other (write in) ____________

____

32. Suppose you were starting all over again, would you become a special education administrator? (Check one)

☐ Certainly would
☐ Probably would
☐ Chances about even for and against
☐ Probably would not
☐ Certainly would not

33. Counting the present school year, what is the total number of years of experi-

☐ Council of Administrators of Special Education

☐ American Federation of Teachers

☐ American Association for Mental Deficiency

☐ American Educational Research Association

☐ American Association of Supervision and Curriculum Development

☐ American Psychological Association

☐ Other (write in) ______________

____

28. What college courses do you believe are most important in the preparation of administrators of special education programs? (Rank the three most important ...1-2-3)

___ Child growth and development

___ Tests and measurement

___ General psychology

___ Educational psychology

___ Supervision of instruction

___ Remedial education

___ Special education

___ Curriculum development

___ Public and community relations

___ Cultural foundations of education

___ Studies of the disadvantaged

___ Philosophies of education

___ Methods of teaching

___ General school administration

___ Courses in special education administration

___ School plant design

___ School Finance

___ Methods of research

___ Humanities

___ Social sciences

___ Other (write in) ______________

____

____

ing an administrator of special education? (Check one)

☐ Preferred administration and supervision to classroom instruction

☐ Needed a larger income

☐ Consider administration as especially important in education

☐ Encouraged by others

☐ Other (write in) ______________

____

32. Suppose you were starting all over again, would you become a special education administrator? (Check one)

☐ Certainly would

☐ Probably would

☐ Chances about even for and against

☐ Probably would not

☐ Certainly would not

33. Counting the present school year, what is the total number of years of experience you have had in teaching, supervision, administration, and related educational work? __________ total years.

34. How many years of teaching experience have you had in the following areas?

___ years - teaching elementary school

___ years - teaching secondary school

___ years - other teaching (please specify) ______________

____

___ years as therapist or special education teacher

☐ total years

35. Counting the present year, how many years have you been a special education administrator? __________ years.

36. Counting the present year, how many years have you been in your present position as a special education administrator? __________ years.

37. Counting your present position as one, in how many different education systems have you been a special education administrator? __________

38. Do you consider special education administration as your final educational goal?

☐ Yes ☐ No

If not, what position would you like most to hold? (check one)

- ☐ Superintendent of schools
- ☐ Special education, State Department of Education
- ☐ Special education, professional organization
- ☐ Special education, federal office
- ☐ Special education, college or university

Financial Factors

39. What is your salary as a special education administrator this year? $________.

40. In addition to your salary as a special education administrator during the regular school year, what amount will you have earned in other employment during the 12 months, July, 1969, through June, 1970? Write in approximate amount or "none."

$________ professionally related (please specify) ________

____

$________ non-professionally related (please specify) ________

____

Your Position

41. What is your term of employment each year? (check one)

- ☐ 9 but less than 10 months
- ☐ 10 but less than 11 months
- ☐ 11 but less than 12 months
- ☐ 12 months

42. How many contractual weeks are available to you for vacation each year?

________ total weeks.

43. How many days are available to you for attendance at workshops, professional meetings, etc.? ________ total days.

47. Ideally, how would you like to allot your time each week? WRITE IN PERCENTS; check your total.

Direct service to exceptional children. ......___%
Clerical work.....................___%
Administration....................___%
Supervision and coordination of instruction......................___%
Curriculum development............___%
Community work....................___%
Self-improvement..................___%
Total 100%

48. What is the main condition or "road-block" that keeps you from attaining the "ideal" time distribution given in Question 47? (Rank the three most important...1-2-3)

___ Teaching duties
___ Lack of clerical help
___ Lack of administrative assistance
___ Inadequate preparation for the job
___ Central office demands
___ Lack of program facilities
___ Community activities
___ Demands from parents
___ Lack of office space and facilities
___ Lack of finances
___ Other (s) (please specify) ______

____

49. Are you formally rated each year? (check one)

- ☐ Yes, just for salary purposes
- ☐ Yes, in general, but not for salary purposes
- ☐ Yes, for both salary and in general
- ☐ No

Resources Available to You

50. How would you describe your office? Check the one item that best describes your facilities.

$________ professionally related (please specify) ________

____

$________ non-professionally related (please specify) ________

____

Your Position

41. What is your term of employment each year? (check one)

☐ 9 but less than 10 months
☐ 10 but less than 11 months
☐ 11 but less than 12 months
☐ 12 months

42. How many contractual weeks are available to you for vacation each year?

________ total weeks.

43. How many days are available to you for attendance at workshops, professional meetings, etc.? ________ total days.

44. On the average, how many hours do you spend on your job each week? ________ hours per week.

45. How many additional hours do you spend in school-related activities each week? ________ average hours per week.

46. On the basis of your average week of work devoted directly to school duties, how do you divide your time among the following major categories? (write in percents)

Direct service to exceptional children including teaching and testing.......................___%
Clerical-records, correspondence, etc...................___%
Administration - management, central office relations, etc.....___%
Supervision and coordination of instruction - working with teachers and pupils..............___%
Curriculum and program development...............................___%
Community relations - working with parents, civic groups, etc...___%
Self-improvement - reading, workshops, research, etc.............___%
Total 100%

___ Demands from parents
___ Lack of office space and facilities
___ Lack of finances
___ Other (s) (please specify) ______

____

49. Are you formally rated each year? (check one)

☐ Yes, just for salary purposes
☐ Yes, in general, but not for salary purposes
☐ Yes, for both salary and in general
☐ No

Resources Available to You

50. How would you describe your office? Check the one item that best describes your facilities.

☐ Exceptionally good
☐ Satisfactory in space and equipment
☐ Have enough space but need equipment
☐ Have enough equipment but need space
☐ Just room for a desk, not much else
☐ Have no real office, share space

51. Do you have an assistant? (check one)

☐ Yes ☐ No

If you answered "yes," what is the major function of that person? (check one)

☐ Clerical Assistance
☐ Supervisory assistance
☐ Curriculum development
☐ Public and community relations
☐ Assistance with federal programs
☐ Administrative assistance
☐ Other (please specify)________

____

52. Do you have adequate secretarial help?

☐ Yes ☐ No

Specify number of full-time equivalent secretaries____________.

53. What is the usual type of secretarial help available to you? (check one)

- ☐ College graduate with special secretarial training
- ☐ Graduate of business school or college
- ☐ High school graduate with secretarial training
- ☐ High school student now taking secretarial training
- ☐ Parent or other person with little or no secretarial training

54. Which of the following personnel are available to special education full or part time? Please check for each item in the appropriate column.

Type	Full time	Part time	Not Available
a. Program directors or supervisors	☐	☐	☐
b. School physician	☐	☐	☐
c. School nurse	☐	☐	☐
d. Director of research	☐	☐	☐
e. School social worker	☐	☐	☐
f. Curriculum specialist	☐	☐	☐
g. Home teachers	☐	☐	☐
h. Psychometrist	☐	☐	☐
i. Psychiatrist	☐	☐	☐
j. Psychologist	☐	☐	☐
k. Media specialist	☐	☐	☐
l. Physical education specialist	☐	☐	☐
m. Transportation director	☐	☐	☐

55. Which of the foregoing types of personnel in question 54 have been made available within the past five years? Circle all letters that apply.

a b c d e f g h i j k l m

57. Check one to indicate the part played by you as special education administrator in developing educational policy.

- ☐ I am not consulted
- ☐ I am asked to comment upon policies developed by the central office and get some encouragement to propose new policies.
- ☐ I am encouraged to suggest new policies and invited to present my views directly to the board of education or through the superintendent of schools.

58. Check one item that best describes your role in selecting the staff for your program.

All assignments are made by the central office

- ☐ I can ask for the type of person needed and accept or reject from among several recommended by the central office.
- ☐ I am expected to outline the qualifications of each person needed, to interview applicants, and to recommend the applicants I consider qualified.

59. Do staff in your program share in the selection of new personnel? (check one)

☐ Yes ☐ No

60. What is your role in evaluating special education teachers' performances in your program? (check appropriate columns for items that apply)

Type and frequency of rating	Beginning teachers	Continuing teachers
I make no formal ratings	☐	☐
I make formal ratings:		
a. In detail of teacher characteristics		
Annually..........	☐	☐
Every few years...	☐	☐
b. Of general performance (e.g., satis-		

a. Program directors or supervisors	☐	☐	☐
b. School physician	☐	☐	☐
c. School nurse	☐	☐	☐
d. Director of research	☐	☐	☐
e. School social worker	☐	☐	☐
f. Curriculum specialist	☐	☐	☐
g. Home teachers	☐	☐	☐
h. Psychometrist	☐	☐	☐
i. Psychiatrist	☐	☐	☐
j. Psychologist	☐	☐	☐
k. Media specialist	☐	☐	☐
l. Physical education specialist	☐	☐	☐
m. Transportation director	☐	☐	☐

55. Which of the foregoing types of personnel in question 54 have been made available within the past five years? Circle all letters that apply.

a b c d e f g h i j k l m

Your Role in Administration

56. What is your understanding of the administration's view (i.e., the central office) of the place of the special education administrator in your school system? (check one)

☐ The special education administrator is recognized publicly as the head of the special education program with considerable authority to plan, organize, budget, and otherwise control the program.

☐ The special education administrator is viewed as a staff officer, assigned primarily to carry out established policies. He is given some latitude in planning for his program area.

☐ The special education administrator is neither encouraged nor authorized to proceed independently to alter program in any significant manner.

applicants I consider qualified.

59. Do staff in your program share in the selection of new personnel? (check one)

☐ Yes ☐ No

60. What is your role in evaluating special education teachers' performances in your program? (check appropriate columns for items that apply)

Type and frequency of rating	Beginning teachers	Continuing teachers
I make no formal ratings	☐	☐
I make formal ratings:		
a. In detail of teacher characteristics		
Annually..........	☐	☐
Every few years...	☐	☐
b. Of general performance (e.g., satisfactory or unsatisfactory)		
Annually..........	☐	☐
Every few years...	☐	☐

61. Check one of the following to indicate your role in preparing the budget for the special education program.

☐ I have nothing to do with the budget; it is made by the central office.

☐ I report in writing the general needs of the program, but the budget decisions are made in the central office.

☐ The special education staff and I are expected to prepare budget proposals based upon the programs we plan to follow.

62. I have an opportunity to explain and defend our plans before those who make the final decisions related to budget.

☐ Yes ☐ No

Supervision of Program

63. Which one of the following items best describes your responsibility for supervision and instructional improvement in the special education program?

☐ I have primary responsibility.

☐ I am partly responsible.

☐ I have little responsibility.

64. Check one to indicate your part in shaping the curriculum of the special education program.

☐ I follow closely the program of special education without specifically trying to influence its development.

☐ I follow closely the program of special education but exert some influence upon developing the educational program.

☐ Teachers, administrators, and resource persons plan and develop cooperatively the content of the special education program.

65. Check the one way in which you believe that you contribute most effectively to the improvement of the special education program. (check one)

☐ By working with specialists and teachers in making the best use of available resources.

☐ By helping individual teachers and specialists take action on problems in their part of the program.

☐ By my own careful study and research of the program.

☐ By demonstration teaching.

☐ By helping to create a climate in which teachers, individually or collectively, are encouraged to experiment and share ideas.

☐ By helping the staff to discover and use better instructional materials.

☐ By continuous study of the factors in our program which affect learning or instruction and relating my findings to the staff.

67. Check one of the following items to indicate your role in selecting the instructional materials used in the special education program.

☐ I make recommendations; the central office selects the materials.

☐ My staff and I work together to list the materials needed for our program.

☐ Other (please specify) ________

____

68. How do you approach trying out new ideas? (check one)

☐ Since I like to experiment, I constantly encourage and help individuals to try innovations.

☐ I encourage our staff to look for new ideas; individuals report them to our staff, we examine the research, discuss our situation and agree on how we can try out the proposed idea.

☐ I am inclined to think that more attention should be paid to the established special education program: too many new ideas tend to upset the program.

☐ Other (please specify) ________

____

____

69. Check one of the following to indicate your part in determining the specific methods used by clinicians and teachers.

☐ Each individual determines his own methods; I have little part in making decisions.

☐ Although no one can make all decisions alone, I try to keep watch upon specific methods and to make sure that the better methods are used.

☐ While each staff member largely determines the methods he uses, I am consulted and I offer suggestions as I see fit.

☐ Instruction supervisors and resource

65. Check the one way in which you believe that you contribute most effectively to the improvement of the special education program. (check one)

- ☐ By working with specialists and teachers in making the best use of available resources.
- ☐ By helping individual teachers and specialists take action on problems in their part of the program.
- ☐ By my own careful study and research of the program.
- ☐ By demonstration teaching.
- ☐ By helping to create a climate in which teachers, individually or collectively, are encouraged to experiment and share ideas.
- ☐ By helping the staff to discover and use better instructional materials.
- ☐ By continuous study of the factors in our program which affect learning or instruction and relating my findings to the staff.

66. What impetus for innovations during the past three years has resulted in significant changes of practice in your special education program? (check one)

- ☐ Professional staff
- ☐ College courses
- ☐ Professional reading
- ☐ Consultants from outside the school system
- ☐ National professional conventions
- ☐ State conferences
- ☐ Local workshops
- ☐ Central office staff
- ☐ Parents or other community contacts
- ☐ Federal research programs
- ☐ State departments of public instruction
- ☐ State funding
- ☐ Federal funding
- ☐ Other (please specify) ________

____

established special education program: too many new ideas tend to upset the program.

- ☐ Other (please specify) ________

____

____

69. Check one of the following to indicate your part in determining the specific methods used by clinicians and teachers.

- ☐ Each individual determines his own methods; I have little part in making decisions.
- ☐ Although no one can make all decisions alone, I try to keep watch upon specific methods and to make sure that the better methods are used.
- ☐ While each staff member largely determines the methods he uses, I am consulted and I offer suggestions as I see fit.
- ☐ Instruction supervisors and resource persons keep a close watch on methods to assure that the better methods are used. While I assist in this procedure, teachers look to them for direction and help in instructional methods.
- ☐ Ultimately each individual makes his own decisions, but we depend a great deal upon group decisions.

70. Check one of the following to indicate your role in determining pupil placement in the special education program.

- ☐ Students are placed in accordance with required, system-wide policies. I exercise little influence.
- ☐ I work constantly with the staff to utilize a flexible approach to student placement.
- ☐ It is the responsibility of the staff to develop and maintain pupil placement policies. I exercise little influence.
- ☐ We use a screening committee.

Community Relations

71. A variety of ways may be used by special education administrators in interpreting the schools to the public. In your experience how effective have the following been? (Please evaluate each item by checking once in the appropriate column.)

In my experience Procedure	Very effective	Somewhat effective	Not effective	No opinion
a. Supplying news to local news media..........	☐	☐	☐	☐
b. Making speeches to community groups.........	☐	☐	☐	☐
c. Sending information bulletins periodically to parents........	☐	☐	☐	☐
d. Sending information to the parents with pupil reports..	☐	☐	☐	☐
e. Encouraging the parents to visit the school.....	☐	☐	☐	☐
f. Working closely with parent organizations..	☐	☐	☐	☐
g. Participating actively in community organizations........	☐	☐	☐	☐
h. Holding individual parent conferences.......	☐	☐	☐	☐
i. Developing local TV programs....	☐	☐	☐	☐
j. Other___________	☐	☐	☐	☐

____

72. In what types of lay organizations or community programs do you participate? (Please indicate the extent of your participation by checking each item in the appropriate column.)

	Hold major	An active member; no of-	Hold membership; not	Not a mem-

73. How many hours PER WEEK (on the average) do you usually give to the lay organizations and activities noted in the preceding question? __________average hours.

Selected Administrative Opinions

74. If the pressure upon you as an administrator and the demands for your time and energy have increased during the past five years, what in your opinion have been the major and minor causes? (Check for each item in the appropriate column. If "no increase" in pressure, check box at bottom.)

Cause	Major cause	Minor cause	Not a cause
a. Demands from a few influential citizens....	☐	☐	☐
b. Federally sponsored programs for disadvantaged students.....	☐	☐	☐
c. Larger student enrollments..........	☐	☐	☐
d. Extensive changes in nature of student population...........	☐	☐	☐
e. Restrictions imposed by state department of education..........	☐	☐	☐
f. Expectations of parents..............	☐	☐	☐
g. Expectations of community groups.........	☐	☐	☐
h. New procedures and goals of the special education staff.......	☐	☐	☐
i. Demands of the central administration	☐	☐	☐
j. Larger number of special education programs..............	☐	☐	☐

the school	☐	☐	☐	☐
f. Working closely with parent organizations ..	☐	☐	☐	☐
g. Participating actively in community organizations	☐	☐	☐	☐
h. Holding individual parent conferences	☐	☐	☐	☐
i. Developing local TV programs	☐	☐	☐	☐
j. Other____________	☐	☐	☐	☐

____

72. In what types of lay organizations or community programs do you participate? (Please indicate the extent of your participation by checking each item in the appropriate column.)

Activity	Hold major office	An active member; no office	Hold membership; not active	Not a member
a. Civic or service clubs .	☐	☐	☐	☐
b. Church or other religious bodies..	☐	☐	☐	☐
c. Recreational groups........	☐	☐	☐	☐
d. Youth groups (e.g., scouting)	☐	☐	☐	☐
e. Cultural groups (e.g., music, art)..........	☐	☐	☐	☐
f. Fraternal (lodge, sorority, etc.).....	☐	☐	☐	☐
g. Political (e.g., local party organization)..	☐	☐	☐	☐
h. Health and social welfare (e.g., Red Cross, community chest)..	☐	☐	☐	☐
i. Patriotic and veterans groups	☐	☐	☐	☐
j. Civil rights groups.........	☐	☐	☐	☐

a. Demands from a few influential citizens....	☐	☐	☐
b. Federally sponsored programs for disadvantaged students.....	☐	☐	☐
c. Larger student enrollments...........	☐	☐	☐
d. Extensive changes in nature of student population............	☐	☐	☐
e. Restrictions imposed by state department of education..........	☐	☐	☐
f. Expectations of parents..............	☐	☐	☐
g. Expectations of community groups.........	☐	☐	☐
h. New procedures and goals of the special education staff.......	☐	☐	☐
i. Demands of the central administration	☐	☐	☐
j. Larger number of special education programs................	☐	☐	☐
k. The higher standards and goals I set for myself................	☐	☐	☐

No increase in pressure ☐

75. In terms of special education administration, how would you evaluate the effect of the recent increased demands of teachers for a more important role in school system policy development? (check one)

☐ Considerable effect of a desirable nature, (e.g., will increase leadership opportunities for administrators.)

☐ Considerable effect of an undesirable nature, (e.g., too many decisions will bypass the administrator)

☐ Some effect; not very significant

☐ Little or no effect

☐ Not an issue in my position

76. Today there are new demands and developments in general and in special education. The purpose of this question is to obtain your views on the value of various practices and issues. Please give your views by checking each item in the appropriate column in reference to its importance for the future. Please check each item in the appropriate column.

	RESPONSE			
	Very Important	Important	Unimportant	Do Not Have Sufficient Knowledge To Respond
a. The development of Functional Intermediate Units..............	☐	☐	☐	☐
b. Prescriptive Teaching............	☐	☐	☐	☐
c. New Learning Disabilitity Categories.......................	☐	☐	☐	☐
d. Continued Federal Aid to Special Education........................	☐	☐	☐	☐
e. Efficacy Studies Concerning Classes of E.M.R.................	☐	☐	☐	☐
f. Research Studies in Special Education Administration.........	☐	☐	☐	☐
g. Reorganization of School Districts into larger units................	☐	☐	☐	☐
h. Decentralization of Larger Districts........................	☐	☐	☐	☐
i. More rigid Certification Requirements for Administrators of Special Education.............	☐	☐	☐	☐
j. ERIC - Educational Resources Information Center................	☐	☐	☐	☐
k. Computer Assisted Instruction for Exceptional Children..........	☐	☐	☐	☐
l. Data Processing for Record Keeping..........................	☐	☐	☐	☐
m. Special Education Instructional Material Centers (SEIMC)..........	☐	☐	☐	☐
n. Simulation Training for Future Special Education Administrators............................	☐	☐	☐	☐
o. Use of Video Tape Equipment for instruction and professional improvement......................	☐	☐	☐	☐
p. Micro Teaching..................	☐	☐	☐	☐
q. The Development of the Middle School..........................	☐	☐	☐	☐
r. The Increase of Teacher Militancy.	☐	☐	☐	☐
s. University Inservice Resources ...	☐	☐	☐	☐
t. Translation of Research into Practice for Teachers............	☐	☐	☐	☐
u. Student Militancy...............	☐	☐	☐	☐

j. ERIC - Educational Resources Information Center................	☐	☐	☐	☐
k. Computer Assisted Instruction for Exceptional Children..........	☐	☐	☐	☐
l. Data Processing for Record Keeping..........................	☐	☐	☐	☐
m. Special Education Instructional Material Centers (SEIMC)..........	☐	☐	☐	☐
n. Simulation Training for Future Special Education Administrators............................	☐	☐	☐	☐
o. Use of Video Tape Equipment for instruction and professional improvement......................	☐	☐	☐	☐
p. Micro Teaching....................	☐	☐	☐	☐
q. The Development of the Middle School...........................	☐	☐	☐	☐
r. The Increase of Teacher Militancy.	☐	☐	☐	☐
s. University Inservice Resources ...	☐	☐	☐	☐
t. Translation of Research into Practice for Teachers............	☐	☐	☐	☐
u. Student Militancy.................	☐	☐	☐	☐
v. Minority Group Militancy	☐	☐	☐	☐
w. Recent Court Decisions Concerning Grouping of Students..............	☐	☐	☐	☐
x. Special Education Resources Rooms	☐	☐	☐	☐
y. Team Teaching....................	☐	☐	☐	☐
z. Differentiated Staffing..........	☐	☐	☐	☐
Other (please list) ________________	☐	☐	☐	☐

____

If you feel strongly about any of the above items (or other) please comment.

____

77. If you could "wave a magic wand," what one thing would you want to have to increase your effectiveness as a special education administrator? Write in brief.

____

____

78. If you could change the administrative structure of your organization, what changes would you make? Write in brief.

____

____

APPENDIX B

BIBLIOGRAPHY

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